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ABSTRACT

Presenting the findings of five different evaluators and/or evaluation teams, this 1974 evaluation of the Navajo Rough Rock Demonstration School is organized as follows: (1) an evaluation of Rough Rock's administration; (2) a followup report re the 1972 Rough Rock Evaluation Report; (3) a list of the curriculum evaluation criteria; (4) an evaluation of the language arts program; (5) an evaluation of out-of-class activities. The section on administration includes 25 criteria with corresponding findings and recommendations. Referring to specific recommendations found in the 1972 evaluation report, the section presenting the follow up report suggests that, in general, the school has become more businesslike and professional, particularly in terms of authority delegation. The section on curriculum evaluative criteria simply presents itemized criteria for language arts, mathematics, science, social studies, health and physical fitness, art, and music. The language arts program evaluation presents an extensive program description, discusses the program's strengths and weaknesses, and presents 10 specific recommendations. The section on student out-of-class activities presents an evaluation correlating student need fulfillment (a la Maslow) with out-of-school activities and student needs with student problems (a chart is presented depicting 20 activities and their numerous components as scored at Rough Rock). (JC)

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RESEARCH AND EVALUATION REPORT SERIES NO. 03.01

ROUGH ROCK SCHOOL EVALUATION

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CONTENTS

	PAGE
EVALUATION REPORT ON ADMINISTRATION	1
"1972 ROUGH ROCK EVALUATION - A FOLLOW-UP REPORT"	19
CURRICULUM EVALUATIVE CRITERIA	24
LANGUAGE ARTS AT ROUGH ROCK	28
OUT-OF-CLASS ACTIVITIES	38

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ROUGH ROCK EVALUATION
April 29, 30 - May 1, 1974

ADMINISTRATION

The evaluation of administration is the one place in a school where it all comes together. In this respect, the administration sets the stage for the school and for the evaluation. In approaching the evaluation of school administration at Rough Rock, there were some basic conditions or limitations which were taken into consideration in all aspects of the evaluation.

First, the school has past goals that are very much related to inclusion of Navajo cultural content in every part of the school program. There are perhaps three general goals that can be used which reflect the direction which influences all school activities. These three goals are:

(1) The teaching and reinforcement of the Navajo culture in the school so that each student has a positive feeling about being Navajo.

(2) An approach to the Navajo community that places the school in a key socializing role. The Rough Rock School is to serve the Navajo community and is to be compatible with it. The school strives to establish and maintain a strong relationship to the community that is Navajo in style.

(3) Rough Rock is to teach the children so they may function in either the Anglo or the Navajo society.

Second, the evaluation focused on those activities that are contained in the contract between the Bureau of Indian Affairs and the Rough Rock School Board, F.Y. 1974. Specifically, this included the elementary, high school, administration, transportation, and plant maintenance and facilities. Rough Rock maintains a number of supplemental programs which are funded under

other authorities which were considered only in a supportative or supplemental manner.

Third, in the evaluation of contracted school operations throughout the Bureau of Indian Affairs, a serious attempt is made to provide standards equal to those provided through a Federal program operated by the Bureau of Indian Affairs on a regular basis. Many of the standards used in the administration section are taken from basic requirements for Federal schools.

Fourth, the evaluation of contracted school operations is developmental and is undergoing modifications as more Indian groups assume responsibility and control of their schools. The committee handling the evaluation of administration changed some of the criteria and have made suggestions for modifications of them for future evaluations.

The overall evaluation of administration is based on a set of twenty-seven criteria of which twenty-five were used at Rough Rock. Criteria 13 and 15 were omitted from administration as they were covered in detail in the evaluation of Out-of-Class Activities. Too, Criterion 11 was commented on only briefly as this aspect of the school was being covered by the Curriculum Committee. The report will be approached according to the numerical ordering of the set of criteria. The order is arbritrary and does not designate a ranking of the criteria in importance.

Criterion 1. Students are admitted to the school according to established criteria.

Findings: Admission policies have been formalized in the School Board minutes and have become guidelines by which the school operates. Students are admitted according to census number of the Tribe and range from three to approximately 18 years of age.

The geographic boundaries of the school overlap other school and tribal districts and are not clearly delineated. This, however, does not present a problem to Rough Rock nor to surrounding public and Federal schools. It could, in time, present problems as current plans indicate that the school operations of Rough Rock will not decrease.

There is a formalized policy pertaining to the admission of out-of-district special students.

Recommendations:

(1) It is recommended that Rough Rock work out a clearer definition of the boundaries from which it would allow students to enroll in the school. In time, a better defined boundary would be helpful in the planning process for future school programs.

Criterion 2: Administrative provision is made for student accounting and for keeping up-to-date student records. This includes a minimum of:

(1) Date of enrolling
(2) Date of withdrawal, reasons for withdrawal, and the follow up that has been made
(3) Daily schedule for each student which gives his location at all hours
(4) Permanent record card for each student containing basic information (subject taken, number of weeks taken, periods, length of class period, marks by subject, explanation of marking system, graduation units earned, attendance records, test scores, health record, participation in school activities, etc.).

Findings:

(1) Date of enrolling is shown on the enrollment card.

(2) Date of withdrawals and reasons for it are recorded in the student folder.

(3) A daily schedule for each student is kept according to the "Home Room" teacher. A weekly schedule of instruction is kept.

(4) Basic curriculum information is kept on each student.

It was noted by Committee members that the record keeping at Rough Rock is neat and current. The records on students reflect helpful information beyond the normal requirements of an elementary school. The records are impressive and more than adequate. Current pictures of the children are most helpful to the recordkeeping system.

Recommendation:

(2) A brief curriculum summary for the year would be helpful to the record keeping system.

Criterion 3: The clerical needs of the school have been carefully appraised and the needed positions provided.

Findings: The school was viewed in respect to total enrollment of elementary and secondary programs, which is approximately 430. This also included the dormitory operations. Clerical staff funded included:

1 secretary for the Director

1 secretary for the elementary program

1 secretary for the secondary program

1 secretary for the administration office (fiscal, personnel, etc.)

Supplemental programs for the school were not considered in the analysis of this criterion.

Recommendation:

(3) One additional secretarial staff person is needed for the dormitory, counseling and guidance program.

Criterion 4: There is, on hand, a written philosophy of education which describes adequately the unique function of the Bureau schools, and implemented by a list of objectives. These objectives are distributed to staff members and students.

Findings: There is the contract between the Bureau of Indian Affairs and Rough Rock Demonstration School. There are school board policies that are written and are available for anyone to review. The policies are followed in

the activities of the Board and the school. There are instructional objectives developed on a daily and weekly basis.

There was no written set of general long-range goals or philosophy statement available. There was such a statement for the 1972 evaluation and for previous contracts and programs.

Recommendation:

(4) Rough Rock should develop overall goals and philosophy which would serve to provide general direction to the total program. This would also be helpful in establishing a "management by objectives" approach to operations.

Criterion 5: Provision for adequate supervision is made in accordance with professional standards and practices. There is a written record of supervision for all employees. The written record reflects a minimum of two formal supervisory sessions per school year between the supervisor and the employee.

Findings: The Evaluation Committee for the administration of Rough Rock visited the Administrative Offices of the School and the Offices of the Principal for the Elementary School. The Committee found records reflecting formal supervision of teachers on a regular basis. It was noted that the teacher evaluation form utilized had a rating scale that would make it possible to indicate to teachers areas in which they need to improve. The forms reviewed indicated that areas to be improved were indicated to teachers. Evaluation of teachers was made periodically throughout the school year.

Recommendation:

Criterion five is met in full, no recommendation made.

Criterion 6: A balanced program of professional improvement and growth is carried on through planned, inservice training sessions; and through attendance at colleges and universities.

Findings: The inservice training of teachers at Rough Rock is conducted through the Multicultural Teacher Education Center, a program funded through an Agency within USOE. This is a comprehensive professional education program fully accredited through the University of New Mexico. Dr. Henry Schmidt has Associate Professor rank with the University of New Mexico and is in charge of the MTEC Program. All teachers and aides spend one full day a week at the center. Those teachers who are Navajo and who don't have a baccalaureate degree gain hours of credit at the METC. It is anticipated that by the close of this summer all teachers will have earned the AA Degree.

There are visiting professors to the program and in all, it does provide an unusual opportunity for non-Degree Navajo teachers to work toward the baccalaureate and full professional standing. Copies of the proposal for the program were made available to the committee. Additionally, preparation time is available during the week. Even so, the one full day of training would suffice as an equivalent for this criterion.

Recommendation:

There are no recommendations to be made relative to this criterion.

Criterion 7: There is an orientation program for new staff members.

Rough Rock does have an orientation program for new teachers and conducts an evaluation of the activity. A copy of the evaluation of last years (August 1973) teacher orientation program was made available to the committee.

Recommendation:

None.

Criterion 8: Teachers meet minimum requirements of preparation equal to those of the Civil Service which is used by the Bureau of Indian Affairs. These requirements are:

(1) Bachelors Degree, all professionals
(2) Preparation in Professional Education
    a. Elementary 24 Semester Hours
    b. Secondary, 18 Semester Hours
(3) Masters = GS 9 or one year of experience. (This means that a person with a Masters Degree can enter the Federal service at a higher salary or that those with one year of experience can be promoted from a GS-7 to a GS-9).

Findings: Basic data for this criterion was derived from the personnel files of Rough Rock (which were reviewed and summarized for the committee) and the positions listed in the contract between the BIA and Rough Rock. These two basic sources were compared against the criterion to determine the outcome. Also, only the professional positions were considered in the analysis as it was apparent that other employees met basic minimum standards.

Elementary Program, 17 professional funded; 7 need to earn the BA degree
Secondary Program, 15 professionals funded; 5 need to earn the BA degree
Director's Office, 1 professional funded; no needs identified
Summary: 12 teachers need to earn the Bachelors Degree.

The above findings and following recommendation take into consideration the fact that the MTEC program is very instrumental in developing professional training in education for Rough Rock staff.

Recommendations:

(5) By the close of Fiscal Year 1975, Rough Rock should reduce the number of teachers needing a BA Degree by three teachers.

(6) The BIA should consider funding the training of one teacher in a program comparable to the training program offered to employees of the Department of Interior, commonly referred to at the DI-510 program.

(7) The School Board should describe in more detail employment qualifications for professionals.

Criterion 9: Academic or elementary class have a maximum enrollment of 20 students per teacher; practical arts classes 16; vocational classes 12: and special education 10. Teacher aides should be assigned on the basis of one for each teacher with a full load.

Findings: It was found that the teacher-pupil ratio in the elementary school was 1:23. The high school met this criterion in full.

Recommendation:

(8) One additional elementary teacher is recommended.

(9) One additional elementary teacher aide is recommended.

Criterion 10: Each teacher is allowed time through the tour of duty to plan to adjust daily activities.

Findings: Each teacher and teacher aide has a full day each week to attend the METC program. This is equivalent to planning time mentioned in the criterion.

Recommendation:

None.

Criterion 11: Every student is in instructional activities at all hours as scheduled and no activity encroaches upon the students time for classroom learning.

Findings: Teacher schedules indicated that students were in instructional activities throughout the day. The Administration Committee deferred to the Curriculum Committee for details pertaining to this criterion.

Criterion 12: Student health examinations and followup are provided.

Findings: The school clinic was visited by the Administration Committee. The nurse is paid for by the School Board and relates to the doctor stationed at Chinle. The doctor visits the school once a week. Current activities centered around providing each child with a full medical checkup. Each child have received a thorough medical checkup by the conclusion of the

Dental checkups were also taking place. 12 Elementary students go on Monday and 10 high school students go on Tuesday to Chinle for dental checkups. It was anticipated that the conclusion of this school year the entire school would be on a maintenance basis with major repairs having been tended to.

Adults are frequenting the clinic on an increasing scale, thereby creating a greater demand for health services. It would also be noted that the nurse has been at the school only since February. Parental consent forms for medical purposes were completed on each child and were in the health folders. An aide was recently employed to assist the nurse.

Recommendations:

(10) With the parents using the clinic on an increasing scale, one additional nurse is needed.

(11) It would be helpful if parents consent forms could be available without placing them in the student's folder so that the privacy of the health information would not possibly be violated by individuals who are not professionals in medicine.

(12) Rough Rock should investigate the possibility of having Interns assigned to them from the various colleges and universities in the country providing programs in USPHS work.

(13) A monthly report summarizing the work of the clinic would be better than having to look into each file in order to determine what has happened.

Criterion 13: In the operation of the student canteen, there is evidence of a suitable educational program which is based on the special needs of this particular student body of Indian or Native students. Vending machines, when installed in the school, emphasize sales of healthful items. Canteen hours are such that they do not conflict with meals served in the dining hall.

This criterion was omitted from the Administration evaluation as it is covered in detail in the Out-of-Class activities evaluation.

Criterion 14: The overall school atmosphere reflects efficiency in instruction and learning. There is evidence of cooperation among staff and students in supporting the total school program and in efforts to achieve adequate inter-communication between the various school departments.

Findings: There were no serious problems with the flow of information from one administrative unit to another. Rough Rock has several advisory committees that serve in conjunction with various special program. There are six advisory committees for which the board selects or approves membership. The committees report to the board of education. No person may be a member of an advisory committee unless they have children attending the school.

Discipline in the high school is handled in a unique manner that enforces communication with the community. Misbehaving students are taken immediately to the parents home where the school official (a coordinator) explains the problem to the parent. The student is left with the parent until the problem is resolved, when the student may come back to the school. Teachers do not handle serious discipline problems.

There was an easy cooperation observed that characterized the overall school atmoshpere. It was free and open and reflected the goals mentioned at the beginning of the administration report. It is a uniquely Navajo style of overall environment.

Recommendations:

None.

Criterion 15: Student government and other committees are functioning effectively giving students opportunities for taking responsibility and getting experience in group management. Special attention is given to the needs of these students to understand the school and political institutions of American democracy.

This criterion is handled in detail in the Out-of-Class activities evaluation and has not been included in the evaluation of administration.

Criterion 16: The school has developed an effective public relations program in which students, staff, and community participate.

Findings: The following are part of the Rough Rock Public Relations program:

(1) The operation of the school by intent is closely related to the surrounding community. "Community Day" is held at the school about once every other month. It is at this time that parents and community members visit the school. Too, the school continues to serve in a "cooperative" role regarding rugs and other products in arts and crafts that are produced by community members.

(2) There is one person on the staff specifically assigned to handle public relations items.

(3) Approximately 100 visitors come to Rough Rock during any month.

(4) The curriculum center published materials that receive wide circulation and carry the Rough Rock name on them.

(5) The Rough Rock News, a newspaper report school activities, is published every two weeks. The current issue was produced while the evaluation was taking place.

It was the observation of the evaluation group that this is a very strong part of the Rough Rock program.

Recommendations:

(14) One additional postion should be provided to handle visitors. If after closer investigation, one additional position is too much, then perhaps an equivalent to half a position should be included. In any event, some help is needed regarding visitors.

Criterion 17: Delegation of responsibility to the staff is supported consistently by the administration. (Only in rare cases is a reversal made of delegation of responsibility).

Findings: It appeared to the Administration Committee that this criterion is met in full.

Recommendation:

None.

Criterion 18: Regular inspections are made and records are on file concerning:

(1) Safety of water supply

(2) Food sanitation

(3) Attention to safety hazards

Findings: According to information provided to the Adminstration Committee, the last safety of the water supply was performed three years ago. There was no systematic file maintained on the safety of the water supply. There was some indication that perhaps there had been a check of the water safety made more recently and on a regular basis, but no record of such wss available.

A recent check on the sanitation of the school kitchen was provided and a record of it was available to the evaluators. There is a regular, ongoing check made of the sanitation of the school kitchen and records of them are available.

There had been no Safety Review made of the school that anyone could remember and there were no records available relative to it.

Recommendations:

(15) A thorough check of the water safety should be made as soon as possible.

(16) Rough Rock should request a Safety Review of the BIA Safety Officer.

(17) Accurate and up-to-date files should be maintained on the water,

kitchen sanitation, and safety of the entire Rough Rock facility. These items should be watched closely and should be in excellent order at all times.

Criterion 19: An employees handbook has been developed and is used.

Findings: Rough Rock does have an employees handbook that is used.

Recommendations:

None.

Criterion 20: Not used in the Rough Rock Evaluation.

Criterion 21: Records of the fiscal condition of the school are kept up-to-date. There is a record of the total financial resources available to the school. Fiscal records reflect title and other special program monies.

Findings: A member of the Administration Committee reported that there have been informal audits of the Rough Rock fiscal bookkeeping throughout the past year. The most recent informal audit was conducted in March and indicated that everything was in order. Additionally, Rough Rock employs a CPA from Phoenix to assist them in bookkeeping.

Recommendation:

(18) The CPA should be retained for at least another and should be provided in the contract with the BIA.

Criterion 22: The organizational structure of the school is such that it allows for efficient administration of the school. There is an adequate number of supervisors and standards have been used in justifying them.

CRITERION 23: Special programs are administered so that they relate to the total school program.

Findings: There are at least seven supplemental programs that relate to the overall administration of the school. These are:

(1) Multi-Cultural Teacher Center (MTEC)

(2) Title VII, Bilingual Education (includes Language Specialist, Drama, Materials Development and Evaluation)

(3) Navajo Curriculum Center, USOE Title IV

(4) Follow Through (Parents, aides, and parent coordinators)

(5) The library project with the National Indian Education Association.

(6) Special Education (Title IV) and a Rocky Mountain grant from Utah State University.

(7) Title One, (mostly reading instruction in English).

In all, the above listed comprise a considerable set of activities for the school. Though they are not under the contract being evaluated, they do generate activities and work that relate to virtually everything that goes on in the contract. None of these programs in themselves will allow for a person to be hired to do overall coordinating of special programs. This means that each person funded by the program must relate only to specific program objectives. This leaves the overall coordination and administrative work relative to them to the regular program, which is the one being evaluated.

Recommendations:

(19) It is recommended that an additional person be considered to administer all various Title programs that are at Rough Rock.

CRITERION 24: There is an overall evaluation program for the school that is clearly identified and used in the decision-making process.

Findings: The basic evaluation program is contained in a letter written every semester to parents. This letter explains to the parent what the child has learned and how well he has done in the program, and replaces the traditional A,B,C, Grading approach.

Students are promoted from one phase of the non-graded program to another. Letters or forms pertaining to this promotion are contained in the permanent folder for each student.

There is an educational history on each child which contains evaluative information that is helpful to the teacher. There are evaluative comments made at the end of each year.

The main activity in the school's evaluation program takes place in Title VII, which is not a part of the regular contract. The Title VII evaluation program is a criterion referenced system that is based on behavioral objectives in the various subject areas. The objectives have been coded by subject matter and have been made ready for a computer program. The computer programming has been accomplished. The school uses a computer terminal at Navajo Community College. Eventually, it will be possible for the school to have reasonably immediate feedback on the objectives that a child has learned. In all, however, it will take about an additional three more years for the program to become fully operative. It has been developing now for two years. Such an approach to evaluation, while ideal and desirable, is expensive and sophisticated. It requires sophisticated personnel, a great deal of staff time, and ready access to a computer. Again, it is not a part of the regular program and is carried under Title VII, Bilingual Education.

Recommendations:

(22) It is recommended that Rough Rock continue to develop the criterion referenced evaluation.

CRITERION 25: There is a school board that serves a policy direction function. There are school board minutes that reflect what it does. There is a close relationship between the school administration and the board.

Findings: There is a school board that serves in a policy direction and control capacity. There are school board minutes that are exceptionally well kept

and referenced that reflect the decisions and activities of the school board. There is a close relationship between the school administration and the board. The Director of the school meets with the board at each session. The board meets every Monday at the school.

Recommendations:

None.

CRITERION 26: The school carries on a program of regular and constant contact with parents and the community in general.

Findings: Rough Rock carries on a very active program of regular and constant contacts with parents. There are community coordinators who serve in a liaison capacity, especially as related to discipline. There is the biweekly newspaper and there is "Community Day", held about every other month. From the very beginning, Rough Rock has been exceptionally strong and has represented a hub for community activities. This continues to be the case. The 1972 Evaluation recognized the unique contributions of Rough Rock as a community school. The same continues for the 1974 Evaluation.

Recommendations:

None.

CRITERION 27: The contract negotiation process is conducted efficiently and reflects mutual understanding on the part of the BIA and the contractor.

Findings: Rough Rock has had a difficult time during the past year relative to negotiations of the existing contract. Many of the difficulties experienced by the school are related to the fiscal audit performed by the Department of Interior relative to the management of funds. Because of problems found in fiscal accounting, negotiations of the contract were held up and became exceedingly detailed. A chronicle of the negotiations for the past year follows: The Contract Officer, Mr. Thomas Brandt, met with the Evaluation Committee for the administration of Rough Rock. Mr. Brandt was helpful in explaining the position of the Contract Officer relative to the past negotiations and wanted a copy of this year's evaluation so that it may be

a part of the negotiation process. In all, the negotiation of the Rough Rock contract has for this past year been troublesome and expensive to the school and to the Bureau of Indian Affairs. Alleviation and improvement of this process is mutually desired and the recommendations that follow are offered in the hope that cooperation, mutual understanding and satisfaction can be improved.

Recommendations:

(23) The Contracts Officer, Bureau of Indian Affairs, should develop a step-by step delineation of the negotiation and contracting processes. Development of this process would be helpful in identifying those places where additional work is needed.

(24) It is recommended that Rough Rock initiate immediately reviews and evaluations of the efficiency of telephone calls and postal deliveries. Part of the problem in communication is directly related to a breakdown in the common, routine methods of communication between distant points.

(25) The School Board should communicate unusual problems directly to the Commissioner of Indian Affairs.

(26) It is recommended that serious considerations and review be given to the Contracting Office, Bureau of Indian Affairs, Navajo Area. With the increase in demands made for the BIA to turn over control and operation of programs to Indians, it is important that the Contracting Office be staffed in such a manner as to carry out this function efficiently and effectively. If increasing the staff will improve the process, then this should be given a high priority.

(27) The Director of Rough Rock should maintain a special file on the negotiation process. The Director should at all times know exactly where the school is in the negotiating process.

In conclusion, there is one general observation to be made relative to the evaluation of Rough Rock School.

(28) It is recommended that the evaluation of Rough Rock be an ongoing process and that wherever possible, the school utilize self-evaluative instruments that are mutually acceptable to them and to the BIA. In this respect, it is further recommended that the committee for the evaluation of the administration do a followup site visit to the school sometime during the middle of the next school year. The purpose of this followup would be to determine the extent to which recommendations have been implemented at the school.

"1972 ROUGH ROCK EVALUATION - A FOLLOW-UP REPORT"

As a part of the contract compliance for Fiscal Year 1973, School Year 1971-72, the Bureau of Indian Affairs conducted an evaluation of Rough Rock Demonstration School. A report was prepared and provided to the Navajo Area Office and to the school. Recommendations made during the 1972 Evaluation will serve as a basic outline for the followup report.

The development of the criterion referenced evaluation program was started and the 1972 Report stated, "it is suggested that Rough Rock School place a high priority on developing this concept. In the opinion of the evaluation team, this is an important need."*

While the development of the criterion referenced evaluation program has not been within the BIA contract, it has progressed under the auspices of Title VII, Bilingual Education. Since the spring of 1972, Rough Rock has made progress relative to the development of their evaluation program. They still do not use conventional achievement test and do not intend to do so. They have, in their new program, developed a rather comprehensive set of objectives, coded them for computer work, programmed the computer, identified a computer terminal that would provide access to this type of technical assistance, prepared preliminary computer report forms based on students achievement, and have these readied for feed-in to the computer. It is estimated that by this time next year, provided the computer terminal proves satisfactory, they will begin to get feedback from their evaluation system.

Regarding the "Demonstration" aspects of the Rough Rock program and the general relationship in 1972 between the Bureau and Rough Rock, the report said

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*Underlined portions are direct quotes from the 1972 report.

Regarding Science, "A general weakness of the science program was evident, this situation must call to the attention of the evaluation team by Rough Rock personnel. Work is underway to correct the situation and improve the elementary science program.

The science building that was in use during the 1972 Evaluation has been changed into the MTEC Center. The elementary science program seems to be progressing satisfactorily, and the situation found in 1972 appears to be corrected.

It is recommended that Rough Rock revise its organizational structure so that no more than from 3 to 5 individuals report directly to the Director's office.

Organizational comment for the 1974 Evaluation is contained in the Administrative Section. There was still a large number of individual employees reporting directly to the Director. Recommendations pertaining to this situation are contained in the administration evaluation.

The BIA needs to develop enabling regulations and/or legislation which provide an equitable transfer of education authorities and benefits to tribal groups. This includes such items as retirement, health insurance, unemployment benefits, transportation, and moving for newly hired, etc. In the opinion of Dr. Hopkins, the Government should guarantee to Indian Tribes who want the management of their schools. A program of employee benefits equal to that of the Federal Government.

As of the time of the 1974 Evaluation, no change in statutory authorities relative to contracting BIA services to Indians has been made. There are pieces of Federal legislation pending that will alleviate the situation. Essentially, however, the situation is the same as in the 1972 Evaluation.

Regarding the operation of Kitsilie and Hasbah Charley, "it is recommended that the school work out a five-year projection relative to the activities of these sights".

"It is strongly recommended that a top level meeting between all parties principal to the Rough Rock venture be called to resolve this condition."

The 1972 Evaluation Report recommended an immediate joint meeting between the BIA and Rough Rock, the purpose of which was to resolve what appeared to the evaluators to be some basic misunderstandings. In 1972 the school seemed unusually strapped for funds and at that time was pursuing a comprehensive "Demonstration" concept. The school and its Director looked upon Rough Rock as a national center devoted to innovative practices in Indian education. The Bureau of Indian Affairs looked at the school as they would any other reservation-based elementary boarding school. The discrepancy between the two perceptions was troublesome to the school.

Since 1952, though there has not been the formal decision-making meeting called for in the Evaluation Report, there has been a defacto decision made. Historically, the Bureau of Indian Affairs, as seen through its contracts with Rough Rock, has not recognized Rough Rock as a "Demonstration" School. The 1973 and 1974 contracts were based on a normal elementary boarding school operation for the Bureau. In effect, the decision has been made. The Bureau of Indian Affairs has not viewed Rough Rock as a demonstration school. Further research into the issue reveals that the Bureau does not in the immediate future intend to view Rough Rock as a demonstration school. The conclusion is that: The "Demonstration" aspects of the Rough Rock program are not the responsibility of the Bureau of Indian Affairs.

This is an important and far reaching decisions pertaining to the Rough Rock Demonstration School. The immediate implication is that the School Board will have to gain support for the demonstration aspects from sources other than the Bureau of Indian Affairs.

The school has resolved a program development relative to the above-cited situation. A new high school building has been constructed and the development of a junior high school is well underway.

The community aspect of the Rough Rock progarm, in the opinion of the evaluation team, is most mature and should be given a summative evaluation. The purpose of this evaluation will be primarily for descriptive purposes coincident to dissemination to other Indian communities. It is recommended that Rough Rock pursue "summative" evaluation of the community program with the Office of Education Programs of the Bureau of Indian Affairs.

The situation remains the same. The community aspects of the Rough Rock program were as strong in 1974 as in 1972. There was no indication that either Rough Rock or the Bureau of Indian Affairs had pursued the recommended summative evaluation. This is still a viable recommendation and it is suggested that Rough Rock pursue funding through the National Institute of Education and USOE, Title IV.

It is suggested that Rough Rock do some work to formalize a "network" of contacts throughout Indian America.

This is directly related to the demonstration aspects of the school that were discussed above. Any work done on this particular recommendation would be the sole responsibility of the Rough Rock School Board.

Rough Rock has many visitors on a daily and weekly and monthly and annual basis. Visitors cost money, as the Bureau of Indian Affairs has learned, in other experiences with different innovative programs. It is suggested that this be discussed relative to the next contract.

In conclusion, it was observed that the school had a more business like environment during 1974 than was the case during 1972. In 1972 there was a flury of activity surrounding the Director's office. The large number of individuals reporting to the Director created a somewhat frenzied effect and the overall attitude of the administration was aggressively directed in the area of securing additional funds. Indeed, much of the time of the Director in 1972 was apparently spent travelling throughout the country seeking additional funds to support the national demonstration concept that the school had adopted.

The 1974 environment of the administration found the same large number of individuals reporting to the Director to be essentially the same. However, there was a clear delegation of authority from the Director to subordinates which tended to create a more educationally serious environment. In 1972 the environment was largely concerned with promotional activities. In 1974, the primary focus was improving the education situation for the children of Rough Rock.

CURRICULUM EVALUATIVE CRITERIA

Language Arts

Criterion 1. There is a planned sequence of experiences in the language arts area that lays the foundation for each pupil to acquire increasingly mature skills and concepts.

Criterion 2. There is a regularly scheduled developmental reading program for all children continuing through all grade levels of the elementary school.

Criterion 3. Provisions are made for additional instruction in reading and other language arts areas necessary for pupils exhibiting learning difficulties in these areas.

Criterion 4. The program affords opportunity for children to develop the various skills of listening.

Criterion 5. The program encourages the individualization of spelling and handwriting.

Criterion 6. English is empahsized and encouraged throughout the school in gathering, organizing, and presenting ideas, but the Navajo language IS NOT prohibited.

Criterion 7. English as a second language techniques are used in all areas of the language arts program.

Criterion 8. The four language arts skills of listening, speaking, reading, and writing are developed concurrently and cumulatively at the middle and upper grade levels.

Mathematics

Criterion 1. The content of the mathematics program provides for the sequential development of the basic structure of mathematics, particularly as it relates to the rational number system.

Criterion 2. The content of the mathematics program provides for the development of concepts and applications of measurement.

Criterion 3. There is emphasis upon the development of the student's ability to express ideas and relationships in accurate and precise mathematical language.

Science

Criterion 1. The study of science includes broad content areas: characteristics and interrelationships of living things, interrelationships between living things and their environment, and characteristics and interrelationships of the earth, space, and the universe, and the interrelationships between food and body function.

Criterion 2. Sequence in science education is provided through successive experiences related to conceptional themes.

Criterion 3. There is provision for activities which emphasize familiarity with some of the historical and classical incidents from the literature of science.

Criterion 4. The primary emphasis in providing for developing and practicing the skills associated with the processes of inquiry: observation, classification, recognition, and use of number and number relations, measurement, communication, inference, prediction, and experimentation.

Social Studies

Criterion 1. There is emphasis upon the broadened content of the social science to include relevant and

authentic knowledge of the fields of history, geography, political science, sociology, economics, and anthropology, accurately reflecting the best current academic thinking in the disciplines.

Criterion 2. There is evidence that the values and ideals that have guided the American peoples and nation have been identified and emphasized with a view to ensuring a reasoned and disciplined patriotism.

Criterion 3. There is evidence that the program is global in scope, encouraging an understanding of world inter-dependence.

Criterion 4. There is emphasis on the use of contemporary topics as a major source of timely content in the social studies.

Health and Physical Fitness

Criterion 1. There are experiences that develop understandings in health and safety: (a) importance of good nutrition to growth, functioning, and maturation of the human body; (b) relationship between wholesome physical activity and good health; (c) and importance of safety in all aspects of daily living.

Criterion 2. There are experiences through recesses or physical education classes that develop the motor skills of working, running, jumping, climbing, bending, stretching, and the more complex variations and contributions of these basic movements: rhythms, dances, group activities, games and self-testing activities.

Art

Criterion 1. The art program at each level provides the pupil with varied experiences from the areas of painting, weaving, graphics and sculpture.

Criterion 2. The art program is sequenced to develop the pupil's awareness and appreciation of objects d'art from his and other cultures.

Criterion 3. Art experiences are provided in developing units of study and in school activities.

Criterion 4. All student-school participation in exhibitions of art work is non-competitive.

Music

Criterion 1. The music education program includes a variety of musical experiences which involve emotional and creative experiences so that certain fundamental concepts and skills are developed: singing, rhythmic responses, listening, instrumental participation and music reading.

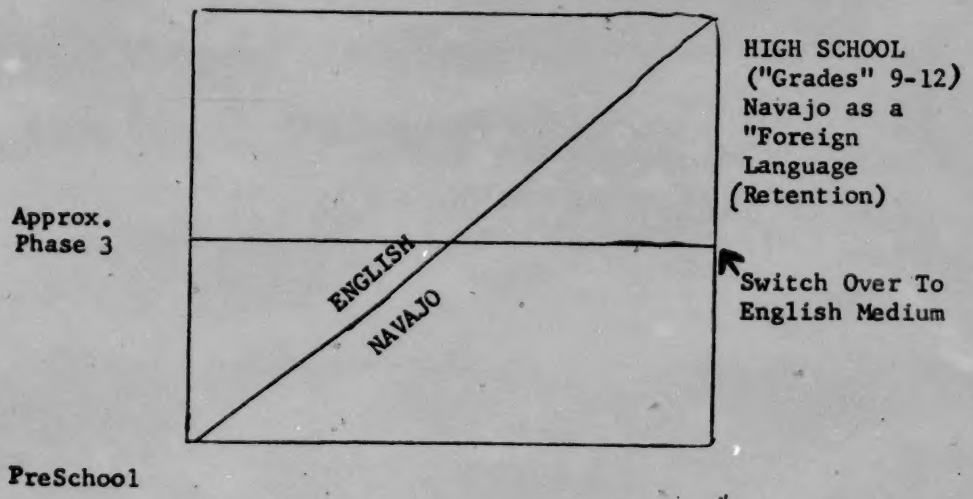
Criterion 2. The ability is developed to recognize and appreciate the characteristic styles of a variety of composers and the music of various eras and cultures.

LANGUAGE ARTS AT ROUGH ROCK

Rough Rock's first proposal (1966) to the Office of Economic Opportunity states three major objectives of the school: "(1) Pupils should demonstrate a higher level of social-psychological functioning --in particular, feeling better about themselves and their culture. (2) The community should be stronger, more cohesive, more aggressive, more independent, and (3) pupils should be capable, cognitively and affectively, of succeeding in both worlds--Navajo and Anglo."

The achievement of all three of these objectives is in part dependent on a strong language arts program, in both English and Navajo. The relationship of language to #1 and #2 is obvious. It is objective number 3, however, that pupils be equipped to function effectively in both the Navajo and Anglo worlds, that is perhaps most closely related to the language arts program. Succeeding in both the Navajo and Anglo worlds is possible only with a reasonable mastery of the oral and written languages which are the medium of exchange in those worlds. This mastery is perhaps the major goal of the Rough Rock education program.

The Rough Rock language program can be described as employing a diagonal approach[2] which is perhaps easier to understand if first presented in a diagram.



2. Conversation with Roby Leighton

In theory at any rate, the pattern provides for Navajo as the medium of instruction until the student has reached Phase III[3] or eight to nine years of age. According to the current Rough Rock contract, a student's progress through the phases is based on his transition from the Navajo medium of instruction to the English medium but the changeover usually takes place at eight or nine. It is assumed that the student has acquired cognitive development in such areas as math and reading in Navajo and a mastery of Oral English sufficient for beginning English reading by that age.

Reading, then, is taught initially in Navajo and then in English at approximately ages eight or nine. The contract lists reading readiness skills to be taught in Navajo and a sequence of Navajo phonetics to be covered. At the same time, listening skills and oral language are developed.

English is taught orally from the beginning and instruction is based on a sequence of behavioral objectives developed by the Rough Rock Title VII Project. (The materials were written by Marileta Sawyer, Mary Troy Castimore, and Kathryn Moyes, with Dr. Gina Harvey as consultant). The material uses an approach similar to that of the CITE Program developed by Dr. Robert Wilson and staff for the Navajo Area. There are 278 behavioral objectives divided into 46 units, and 7 levels (A-G). The materials anticipate each child mastering approximately 40* objectives per year but it is pointed out to teachers that this is flexible and that some children may complete 20 and others 60.

The objectives call for five general types of behaviors. Namely: An appropriate (non-verbal) response to a verbal command (run, jump); a non-verbal response (e.g. shakes his head) to a question; an oral short answer to a question; asking a question when directed to do so; and producing a full statement containing a specified structure when directed to do so. When the student is ready, he will be taught to read and write the structures he has mastered orally, using lexical items within his spelling ability.

In addition to the objectives, a guidebook of individual lessons, Teaching Ideas Manual, (developed up through objective 76 at this writing) has been prepared which provides for a Pretest, Practice and a Post Test.

There are also seven levels of diagnostic tests which are oral and administered to children at the beginning to determine which objectives have already been mastered by the child. The child's place is indicated by colored markers on a progress chart in the class. By looking at the chart, the

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3
Rough Rock does not have grades; it has phases beginning with I at K level and continuing thru III. After that it's Middle School and High School.

* Kathy Moyes now feels that 30 is a more realistic goal.

teacher can group the children on the basis of objectives which they have not yet mastered. Groups are, of course, temporary and flexible. As a student completes each objective, the date of completion is marked on his section of the progress chart under the number of that objective. The date of completion of an objective is also marked on an IBM Card as part of a computerized information program now being developed at the school. Other information is also recorded on the cards and it is planned that the material will be fed into the computer sometime in June (1974). Some of the information obtained will be as follows:

1. Number of students that have passed a particular objective at any given time.

2. An average of how many sessions needed to pass a particular objective.

3. Learning rate of boarding Students vs. day students.

4. Learning rate of children in Navajo Medium classes vs. children in English medium.

5. Relation of class size to time needed to pass objectives.

Some of the information may be useful for operational decisions. Some is data not immediately useful but perhaps of long-run interest.

There is no provision at this time for periodic testing of the general English proficiency of the students and it is agreed that such testing is needed.

In addition to the structural sequence and teaching ideas, the teacher training program* at Rough Rock includes a 2-Unit Course (Elem. Ed. 200) on "Teaching of the Language Arts in a Bilingual Setting." The course covers Reading, ESL, Congrolled Composition and Creative Writing, Using Music to Teach Language Arts, Puppets, Role-playing, etc. We sat in on a session on "Dialogues--why and how, given by Meredith Pike. It was interesting and lively and the teachers were obviously attentive. In past sessions, teachers and aides in this course have engaged in such activities as presenting ESL mini-lessons.

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* Teachers and aides spend one day a week in training-aides on Mondays, teachers on Tuesdays. There are 3, 2-Unit Courses given, (1 1/2 hrs. each). (UNM) The Teachers can become accredited thru this program.

Additional in-service training is provided by the ESL sessions which Kathy Moyes and Meridith Pike conduct in each class. This gives the teachers and aides a chance to observe an ESL lesson conducted by experienced people. (One of the arguments against pulling children out of class, which might be more efficient since the teachers could reach more children at one time, is that it would eliminate the opportunity for the teacher to observe.)

The ESL Program plan, then, is a good one. It conforms perfectly to the stipulation in the current Rough Rock contract that:

> "The Rough Rock curriculum is stated in such a way that a teacher is able to chart a student's progress in a continued sequence of objectives...thus each student is measured in terms of achievement against himself and is able to progress at his own rate."[4]

In addition, the sequence of structures and teaching ideas are easy to work with.

The staff which has major responsibility for the language program is an excellent one. Kathryn Moyes and Meredith Pike are both returned Peace Corps volunteers who taught English. Heather Murry, the drama instructor, has an MA in theater from the University of Arizona. Roby Leighton, the director of the Title VII program has a Doctorate in Education from the University of Arizona. She is also one of the pioneers in TESOL activity in the Southwest.

Rapport between the language arts staff and teachers seems good.

Despite the above mentioned strengths, the ESL Program at Rough Rock is weak. Kathy Moyes has approximately 130 children who have been identified as needing work in ESL. She is able to see children once a week and sometimes only once every two weeks. Meredith Pike has the same problem. This is of course, completely inadequate. The idea behind Kathy and Meredith's class work and the teacher training program is, of course, that classroom teachers gradually take over their own ESL. This would give the program continuity. As it stands now, ESL instruction, teacher training, and materials development are handled mainly by project staff. Kathy Moyes, ESL, is Follow-through (although she'll be Title VII next year); Heather Murray, Drama, and

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4 Contract; Rough Rock School Board, Inc., Navajo Area Office 1974/75 Education Requirements.

Meredith Pike, ESL, are Title VII. The Reading Specialist, Pat Beletto is Title I. Irene Silentman, Navajo Language Specialist, is Title VII.

The Title VII program at Rough Rock is completing its 4th year. There is little question that it will be funded for a 5th year, (the normal term of these projects) and very possibly for a 6th and 7th, although this is by no means assured. As the school program is now, withdrawal of any of the Title programs, unless Rough Rock is able to accomodate the Title staffs within its regular budget*, would mean that most of the language arts program at Rough Rock would be obliterated.

In other words, Rough Rock is behaving as though the title programs were a permanent fixture. This is shortsighted and could leave the school seriously bereft if Congress should one day decide that we can do without this kind of educational assistance, or OE decides Rough Rock may have to go to it alone and shifts its funds to other fledgling ventures.

According to the ESL Staff, Navajo teachers are reluctant to do their own ESL. They lack confidence in this area. Kathy says that at least half of the six teachers she works with are unable to plan their own lessons or gather their own materials. Kathy must set up the lesson for them, and with a third of the teachers, she must sit with them while they teach. Meredith has the same problem. The situation is improving but not fast enough and the turnover in teachers and training staff retards progress.

One of the diffuculties is lack of support by the administration. It seems to be up to the individual teacher whether or not ESL is part of her curriculum. Kathy points out that it would be very un-Navajo for the administration to <u>insist</u> on a curriculum and I think this must be respected. However, an indication of support for the program would make a difference, Kathy feels. As it stands now, there seems to be a division between the school administration and the School Board, and the Title VII program. The teachers may be caught up in this and may be conflicted about ESL in the classroom or the need for English in general. This may account for their reluctance to assume responsibility for their ESL lessons. Encouragement by Johnson Denison, and George Mitchell, the Elementary and High School principals might help to break through on this.

Some of the Navajo teachers <u>are</u> doing ESL. We watched Lorinda Gray (Phase II-6 year olds) working competently with a group of children. Later, in Lorrainne Honie's class (Phase I-5/6 year olds), I talked with a group of

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* This would take some doing. The present Title VII budget is $168,000. The request for 1974/75 school is $350,000.

children who were drawing. We chatted easily. They responded effortlessly and correctly to such questions as -- "What's that?" "What's your name?" "What's his name?" They knew colors and numbers as well. Ms. Honie said she had been doing ESL with them 3 times a week and that these particular children were up to objective 50. She also said that the particular group I had been talking with were not compound children (i.e. children of employees) and that they spoke no English at the beginning of the school year.* This is encouraging and evidence that it can be done. However, judging from Kathy's remarks, Lorinda and Lorraine are exceptions.

Kathy did say, however, that despite the infrequency of ESL instruction for many of the children and therefore, perhaps a slow start, the children seem to "catch up" around age 11. It would be interesting to see how the Rough Rock children test on the Briere tests[5] at the equivalent of 4th and 5th grade levels. They are exposed to English in context[5] other than the ESL lessons. There's TV in the dorms. There are Anglo teachers and some English-speaking children. Kathy also said that the children seem eager to learn English. It may well be that the Rough Rock children are learning English despite the lack of a strong formal program and it would be useful to have some test data on this.

Although our observations were not sufficient to be sure of this, I had some doubt about how faithfully the Phase III switch-over to English medium was being observed. One Phase III Math lesson we observed was being taught in Navajo. This was Tuesday, however, the Teacher training day for teachers, so an aide was in charge of the class. This may not have been typical. Other activities we observed being conducted by aides were of questionable interest and appropriateness for the children, e.g. reading the Weekly Reader and answering the questions at the end in a routine fashion. Unfortunately, any of the multiple choice answers seemed acceptable and one had the feeling that the aide did not understand the material.

The question arises about the situation of English-dominant (or English-exclusive) children at Rough Rock. (There are about 15.) They seem to muddle through as best they can, with little provision being made for them. One of the disadvantages is that they begin English reading later than they could. However, there are advantages to being in a situation like this.

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* Kathy felt that the English proficiency in Lorraine's class was due more to her bilingualism in class. She uses a lot of English since she has several English-dominant children.

5. Test of Proficiency in English as a Second Language (TOPESL) developed for the BIA by Dr. Eugene Briere, University of Southern California.

They are learning Navajo and, if they're Anglo children, they're becoming bicultural as well. However, perhaps more attention should be paid to their individual needs.

This year Rough Rock adopted the Miami Linguistic Readers (and workbooks) as their sole elementary reading series. The children seem to like it, according to Meredith. (When asked about their favorite words, she says that in addition to the perennials like: Rodeo, Cowboy, Shetland Pony, they've added, Buzz, Pin, Mat, Black, Cat, etc.)

The Miami Linguistic Readers are designed for second-language speakers and there fore the teacher guidebooks prepare the teacher to have children practice all material orally first. Unfortunately, the teachers seem to be ignoring this part of the program and are going into reading without the oral preparation. This is not making full use of what could be good program. The Title I Reading Specialist, Pat Belleto, has just had a baby and Gail Barnes, a former student teacher is Phase III is substituting for her. I'm not sure whether either Pat or Gail will be returning next year. It does seem that the reading program needs more support.

It was the Navajo language program which really seemed to have the children "turned on." There was a level of interest which seemed to surround the reading and follow-up activities in Navajo which exceeded that of any of the other activities we observed. The children clustered around Ethel Yazhe, one of the Navajo evaluators, with what can only be described as pride as they helped her fill in the blanks, or read to her in Navajo. There is little doubt as to the feelings of pride and enriched self concept engendered by the Navajo-ness of the Rough Rock curriculum.

It is important that the Navajo curriculum continue to be developed. Irene Silentman, the current Navajo Language Specialist, has been working, along with teachers, on a Navajo curriculum which will include day-by-day objectives for oral and written Navajo. However, Ms. Silentman does not wish to release any of it until it is finished so teachers are on their own in Navajo. Work sheets (fill-in-the blanks) are developed by each teacher, and reading materials are from several sources. Some have been developed by Title VII. Some classes are using material from the Navajo Reading study. (We were told that the School Board didn't approve of these materials because of inconsistences in spelling(?) and refused an offer of them from Rock Point. However, some of the Reading Study Texts were being used.)

For Navajo culture, a Navajo Social Studies Guide which was developed last year (for phases I, II & III) by the Rough Rock Staff is being used.

There have been three Navajo Language Specialists at Rough Rock within a year's time. Irene Silentman, the present specialist, is not, it seems, altogether happy with her situation. This is based on a second party observation, since I was not able to talk directly with Ms. Silentman.

George Mitchell, Rough Rock's High School Principal, observed that the Navajo teachers and aides needed more work on their Navajo and apparently the School Board doesn't think Ms. Silentman's Navajo is what is should be. It would seem that all language, both Navajo and English, needs upgrading at Rough Rock.

Since the Navajo curriculum is such a vital part of the Rough Rock program it is important that it be stabilized and strengthened. A high rate of staff turnover is detrimental to this and to all Rough Rock programs and the solution to this problem is not an easy one. Isolation has often been cited as one of the reasons. Fortunately, the 18-mile dirt road leading to Rough Rock from Many Farms is scheduled to be paved this summer which should help to alleviate that particular problem*.

There is no question as to the necessity of Rough Rock's continued existence. It is a landmark in Indian Education and an important breakthrough in the self-determination of Indian people. It also a prototype for the kind of schooling which allows an Indian child to grow up with a strong identity rather than with the fragmented personality produced by Indian education in the past.

But to say that Rough Rock has truly obtained its ultimate objectives at this point would be to romanticize it, as so frequently happens to Rough Rock, at the expense of constructive criticism. To go over the curriculum outlined in the current contract point-by-point and indicate where Rough Rock has not made it seems futile. The objectives are a goal which Rough Rock has achieved in some areas and is still stumbling toward in many others. And each year they seem, despite set-backs such as high turnover, a constant battle for funds, and inner dissention, to be closer to unraveling an answer to the knotty questions: "What constitutes an appropriate education for a Navajo Child?" "How do we equip this child to function well in both the Anglo and Navajo worlds?" But there's a distance to go before Rough Rock is truly a model which shows that the answers have been found. The following recommendations are offered as possible help in Rough Rock's quest.

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* As well as create a new one. Rough Rock has always been overrun with visitors. That dirt road must have discouraged the more faint-hearted ones.

It is recommended--

1. That the TOPESL materials (Test of Proficiency in English as a Second Language) be examined by Rough Rock Staff with the possibility in mind of administering them to Rough Rock students. The tests, developed for the BIA by Dr. Eugene Briere of the University of Southern California, are for grades 4 through 6 and would therefore be appropriate for Phase III and middle school. It would give Rough Rock a means of assessing the English proficiency of their children which they lack at present. The tests are available free of charge from the BIA's Division of Program Review and Evaluation in Albuquerque. Dr. Paul Streiff of that Division is available to assist the school in administering the tests. The tests would, I believe, in addition to determining the effectiveness of the ESL program in Phases I & II, help to determine the kind of work needed at the upper levels.

2. That the MTEC (Teacher Training) program in the Language Arts continue and that every effort be made to maintain its present quality.

3. That the School Board and the Bilingual/Bicultural Parent Advisory Committee, with the assistance of the Rough Rock staff, give serious consideration to a plan which would enable Rough Rock to include at least some of its language arts program, i.e., staff, materials development, in its regular budget. That, in addition, they take advantage of outside help such as BIA Central Office staff (e.g., Dr. Streiff in testing) and Navajo materials such as those offered by Rock Point School and the Navajo Reading Study.

4. That the Rouch Rock administration and the school board become more actively involved in supporting the ESL curriculum so that teachers will feel the necessity of including it and of taking greater responsibility for it. If the program is to succeed, it is essential that the teachers feel that administrators and School Board members agree on the necessity of English for the Children in order that the school may achieve its goal of true bicultural education.

5. That the school's curriculum be reevaluated often as to its relationship to Rough Rock's goals and that in-service training continue to raise the level of both aides and teachers in their use of this curriculum.

6. That more adequate provision be made for the school's English-dominant children, especially in the area of reading.

7. That heavy emphasis be placed on improving the school's Reading Program, with emphasis on the necessity of oral work as a prelude to English reading for second language speakers. Help is needed in the use of the Miami Linguistic Readers, now being used in phases II and III.

8. That as much support as possible be given to the Navajo language and culture curriculum at Rough Rock, so that it may grow in effectiveness. Every effort should be made to complete the Navajo Language curriculum as soon as possible so that teachers may have some direction in this area. Short of completion, it is suggested that teachers be given what has been done so far.

9. That the School Board, the Bilingual/Bicultural Parent Advisory Committee, and the Rough Rock staff address themselves to the problem of staff turnover. It is a serious deficiency (in all Indian schools). Staff development is an important underlying concept of the school and it is difficult to step into the Rough Rock program and adjust from other schools. Continuity in staff is essential to achieving a really successful program.

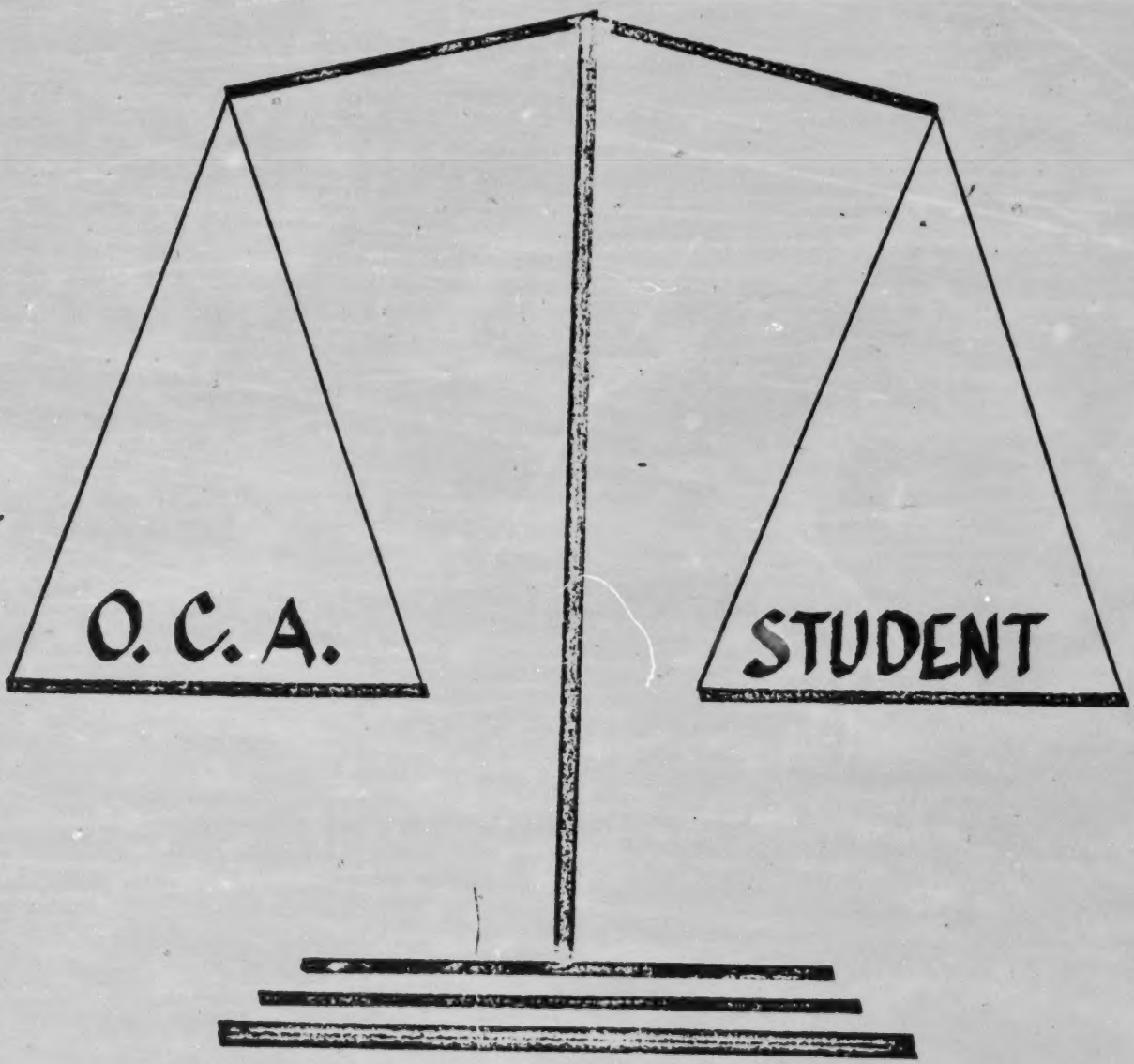
10. That the school function as an harmonious unit so that vital energy is not wasted. Every school has its internal stress and a school which has a culturally mixed staff and a curriculum to develop for which there is no prototype is indeed heavily strained. But persistent attempts at communication, at a common definition of purpose and cooperation should help.

Finally, a small tribute to the Rough Rock staff. Rough Rock has, since its inception, fired the imagination of exceptional people and attracted many of them to its staff. At the present time, as in the past, there are people of unusual ability and dedication at the school--both Anglo and Navajo. It made the visit a pleasure.

Many thanks to the administration staff who used up three days of their valuable time showing us the program. In my case this was George Mitchell, Principal of the High School. Your help was very much appreciated.

Evelyn Bauer

ROUGH ROCK COMMUNITY SCHOOL



EVALUATION REPORT

Evaluation Findings

Rough Rock is truly a community school, strongly supported by and involved with the Navajo Community in which it is located. This involvement is one of conservativism, serving and preserving the traditions of the clan. The Out-of-Class Activities strongly reflect this involvement, showing its gifts of strength in the programs and sometimes appearing as obstacles to be overcome.

Chart No. 1 illustrating the achievement in the 19 out-of-class activities components shows 15 of them rated at 50% or better, fourteen at 60% or better, ten at 70% or better and 9 at 75% or better. This is a somewhat better achievement than the best Bureau school evaluated for out-of-class activities thus far. This generally fine achievement shows up well in Chart No. 2 illustrating the rates of fulfillment of basic human needs fulfillment reasonably well balanced around a mean of 64.5%. The lowest fulfilllment rate is 54.1% for self fulfillment or esthetic needs and the highest is 73.8% for Social Needs.

The relatively high fulfillment rates for the Ego and Social Needs is viewed as a reflection of the strong community input and the supportive "Human Development" program.

More specifically, those aspects of components which tend to improve the general needs fulfillment profile are:

for Self Fulfillment .....
(a) Activities Planning
(b) Dorm Facilities
(c) Recreation Programs
(d) Counseling (Human Development)
and (e) Special Education

for Ego Needs .....
(a) Activities Planning
(b) Dorm Facilities
(c) Dorm Staff
(d) Home Community as Sponsors
(e) Ed. Needs of Students' Home Community
(f) Recreation Programs
(g) Counseling
(h) Special Education
(i) Food Services
and (j) Student Employment

for Social Needs .....
(a) Activities Planning
(b) School as a part of the Community
(c) Community as School Sponsors
(d) Ed. Needs of Home Community
(e) Special Education
and (f) Food Services

for Safety, Security Needs .... (a) Dorm Staff
(b) Students' Home Community as Persons
and (c) Food Services

for Physicological Needs ..... (a) Activities Planning
(b) Dorm Facilities
(c) Dorm Staff
(d) Recreation Programs
and (e) Counseling

On the otherhand, those out-of-class activities components which need improvement and so to increase the fulfillment of basic needs which will result in better educational, personal and social developmental achievements among students are:

for Self Fulfillment Needs ... (a) Dormitory Staff
(b) Student Government
(c) Student Stores
and (d) Sports Programs

for Ego Needs ..... (a) Student Government
and (b) Sports Programs

for Social Needs ..... (a) Student Government
and (b) School Social Work

for Safety, Security Needs .... (a) Activities Planning
(b) Dorm Facilities
(c) Student Behavior
and (d) Student Government

for Physiological Needs ..... (a) Student Government
(b) Sports Programs
and (c) Food Services

Reference to Table No. 1 under the component(s) named will lead you to specific indicators of what can be done to improve. The word "indicators" is used because conceptually there is and should be a great deal of flexibility, ingenuity and innovation in the planning and implementation of ideas for improvement.

Example: The student stores program has a relatively high potential for meeting self fulfillment needs (81) but a fairly low rate of accomplishment for doing as (34.6%). Let us look at Table No. 1, page 10 and 11 to see why.

We find the following: The school has a store for students to purchase a relatively few items. But the store is not operated by students. Students are permitted to help with the sales but are not compensated for this in any way except by adding experience and a minimum of training. A minimum of the stores sales profits go toward student operated programs.

More go to school operated programs. A minimum of fund raising is permitted through the stores facilities. (Underlining is for the purpose of emphasizing key idea terms and phrases.)

Thus we suggest for this single consideration, as an example: (1) That more items such as those identified in Table No. 1 and others of student choosing be obtained for display and sale at the student store which should be placed under student management with faculty monitoring and supervision. Students who work at the store might receive some kind of compensation for so doing. This should take the form of special recognition, special privilege, pay in a token economy system or actual money payment for hours of service. Increase of student training should go along with the increased involvement of students in the operation of the student store.

All of the sales profits could go to student operated programs and the store might be turned over to special groups for fund raising for a set period of time. This should be decided upon by the student store committee or the student government if it is decided that the student store will be sponsored or managed under the egis of the student government.

These are some ideas made evident by that chart findings on how the self fulfillment needs may be better fulfilled through a "beefing up" of the student store program at Rough Rock.

Use this example to proceed to the many other findings and suggestions of this report.

Student Problems and Needs Fulfillment

Several sources were tapped to arrive at student problems and their priorities. There are, as expected, different problem emphasis between elementary and high school students. Therefore, these may best be listed separately.

High School Student Problems:

Priority

1. Low expectancy of later life success
2. Poor participation
3. Low initiative
4. Under achiever
5. School dropout
6. Rudeness
7. Alcohol abuse
8. Pregnancy - school age parenthood

Elementary Student Problems:

Priority

1. Hearing
2. Sight
3. Under achiever
4. Personal development - lack of self pride
5. Low expectancy of later life success
6. Identity problems - poor self esteem
7. School dropout
8. Poor participation
9. Passivity
10. Unable to give of self
11. Poor physical development

The strengths of students were listed and, in some instances appear to contradict the judgement relating to problems. This should not be disturbing or distracting. It is quite possible to have pronounced strengths and weakness in the same general area in a given population. It is important to determine why one or the other so that we may use the answer in our plans to improve our educational and developmental offerings.

These strengths were:

1. Sharing
2. Compassion
3. Helping
4. Independence
5. Endurance
6. Cooperation
7. Eagerness to learn

This evaluator observed evidence of some of these strengths during his three days at the school site.

Table No. 4, Relationship of Problems to Needs, attempts in a general way to classify problems according to their relationship with needs fulfillment. That is, it is to be expected that insufficiency of needs fulfillment results in the precipitation of problems; or enhances, complicates, or deepens problems that already exist. On the other hand, basic human needs adequately met in a way that is properly minimum. While table No. 4 is an over-simplification if applied without other consideration, it can be considered a general guideline for use with the data contained in the other tables and charts of this report.

On the other hand, the above noted strengths may also be related to Needs Fulfillment adequacy.

Relative to specific problems, (see table 4) although in the Physiogical Needs area there appear to be only boy-girl relationships ending in school age parenthood for high school students and poor physical development for elementary students, sight and hearing problems could also be a result of insufficient satisfaction of physiological needs. Closer determination of the causes is needed so that corrections or counter actions may be planned.

Limited OCA participation is most frequently the result of feelings of insecurity and of uncertainty. Personal, individual attention by understanding, acception and encouraging staff, particularly instructional aides or house parents at the dormitory can help immensely. This means these employees must have the time to carry out these functions. A 1/32 or more ratio of these people to students will not provide this time sufficiently, especially when housekeeping duties occupy much of their time.

Minor personal development problems and rudeness are frequently manifestations of social immaturity and to be expected to some extent among large groups of individuals in their developing years. Out-of-Class Activities provide a means of learning testing, experiencing and developing for them. Knowledgeable, understanding staff can expedite this process by discussion, calling attention, identifying and other means of making their charges aware of themselves in relation to others.

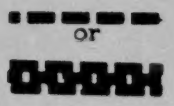
Poor initiative, insufficient development of identity and inability to give of self are closely related as ego problems. Sometimes alcohol abuse is the result of an attempt to establish status and therefore identity through recognition by others. At other times, and this probably develops at a later, more masochistic stage, it becomes an attempt to escape the pain of inadequacies, frustrations, embarrassments, loneliness, failure and poor future prospects.

Little has been developed on the causes and methods of adjustment for the classical under-achiever, the individual who apparently has all the requirements for success but repeatedly fails. Motivation appears to be one of

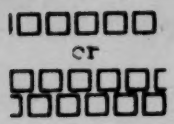
the major lacking factors. The acquisition or inculcation of motivation is undoubtedly done relatively simply for some individuals. For others, on the other hand, it appears to be most complicated and difficult, depending upon the patterns of the individuals life experiences. Another way of putting it -- depending upon how well and how well balanced his basic human needs have been met. We believe motivation is strongly tied to Ego Needs and that much can be done to improve motivation and achievement by ample implementation of those out-of-class activities which provide satisfaction of ego and esthetic needs. Sports and recreation are among such activities.

As Maslow points out in his hierarchy, Ego Need Fulfillment is in a sense, a prequisite to the adequate satisfaction of Esthetic Needs. Thus, to eradicate under-achievement, more success is to be expected if first the ego requirements are supplied, then topped of with those activities which meet the esthetic needs. (See Table No. 1 for these activities.)

LEGEND



..... Self Fulfillment or Esthetic Needs.



..... Ego Needs

.. .. Social Needs

..... Safety or Security Needs

..... Physiological Needs

INDEX, TABLE NO. 1

Page

Activity Planning..... 1

Dorm Facilities..... 3

Dorm Staff..... 5

Student Behavior, Discipline..... 6

Student Government..... 7

Student Stores..... 10

School as a Community..... 12

School as a Part of the Community in Which it is Located..... 12

Students' Home Communities as Sponsors of the School..... 13

Educational Needs of Students Home Communities as Expressed by Members..... 14

Distance of Home Communities From School..... 15

Sports Program and Athletic Facilities..... 15

Recreation Programs..... 20

School Social Work..... 23

Counseling..... 24

Special Education..... 27

Records..... 28

Enrollment and ADA..... 29

Food Services..... 30

Student Employment..... 32

OUT-OF-CLASS-ACTIVITIES

	DORM PROGRAM	YES	NO	"Yes" Score (No = 0)
ivity Planning:	1. There are written pre-planned activities governing: (Not written)	☒	☐	10–12
	a. Daily activities	☒	☐	10–12
	Weekly activities	☒	☐	10–12
	Monthly activities	☐	☒	10–12
	b. Activity plans consider individual differences.	☒	☐	4–6
	c. Planning aims at finding and developing leardership abilities.	☒	☐	4–6
	d. The dorm activities plan provides for phased experience involvement geared to progressive capabilities of each student	☒	☐	4–6
	e. The dorm activities plan provides for programs designed to:			7–9
	(1) Increase social maturation	☒	☐	
	(2) Improve mental health of students	☒	☐	13–15
	(3) Improve physical health of students	☒	☐	13–15
	(4) Improve scholarship of students	☒	☐	1–3
	(a) by inclusion of tutorial program	☒	☐	1–3
	(b) by decreasing AWOL and absenteeism	☒	☐	1–3
	(c) by improving attitudes of interest in the schools education program	☒	☐	1–3
	(d) by increasing communication between student and his family	☒	☐	7–9
	(e) by use of a "big sister or brother program	☒	☐	4–6
	(5) Provide a model of family living functions	☒	☐	7–9

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
									10					
									10					
									10					
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														15
														15
		?												
		3												
		3												
		3												
								9						
					6									
							8							
		12			24			18	30					30
	12			24			32			30			30	

-47-

2. Program planning is done:

		YES	NO	"Yes" Score (No=0)
a.	Only by Counselors	(BS, IA's)	☒	2.5-4.5
b.	by Counselors and Dorm Managers	☒	☐	5.5-7.5
c.	By Counselors and SIA's	NA	☐	2.5-4.5
d.	By Counselors and SIA's and IA's	☒	☐	2.5-4.5
e.	Administrator(s) participate in Dorm program planning	☐	☒	5.5-7.5
f.	Member(s) of Academic staff participate	☒	☐	2.5-4.5
g.	Some students participate	☒	☐	4-6
h.	Members of the Student Council (Student Government) participate	☐	☒	4-6
i.	Student representatives of both sexes participate	☒	☐	7-9
j.	Student representatives of each involved grade or age level participate.	☒	☐	7-9
k.	Member(s) of the recreation staff participate	☒	☐	4-6
l.	Members of plant management staff participate	☐	☒	11.5-135
m.	A school Social Worker participates	NA	☐	7-9
n.	A Special Educator participates	☒	☐	4-6
o.	A school phychologist participates.	☒	☐	4-6
p.	Representative of students, parents participate	☒	☐	7-9
q.	Student activities director or staff member participates	☒	☐	1-3
r.	Other persons participate:			
	Name and position title	☒	☐	
	Name and position title		☐	
	Name and position title		☐	

Color Code accd'g to persons involved

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		1½			3									
		1½									6			
		1½			3									
		1½			3									
		1½						4½						
								9						
								9						
					6									6
														15
					6									
					6									
								9						
		3												
								9						

10.5 16.5 27 31.5 6 6 0

DORM PROGRAM

Facilities: 1. There are adequate and suitable dorm facilities to carry out an activities program, involving all the students in the dormitories.

a. The dormitory is suitably arranged and equipped to provide contiguous room arrangement which will foster an atmosphere of family living.

b. The dormitory is equipped with communications media which will help assure safety of students, convenience, time saving and efficiency of dorm staff, facilitate communication between students and between students and staff.

(1) Dorms are equipped with room to room to central dorm Administrative office intercom.

(2) Dorms are equipped with closed-curcuit T.V. monitor system.

(3) Dorms are equipped with inside mail slots on boxes.

c. Dorms are equipped for Coed living.

d. Dorms have space and equipment for family dining.

e. Rooms for students provide a choice of one, two three or four to the room with suitable room size according to choice.

f. Rooms for students provide for only one per room.

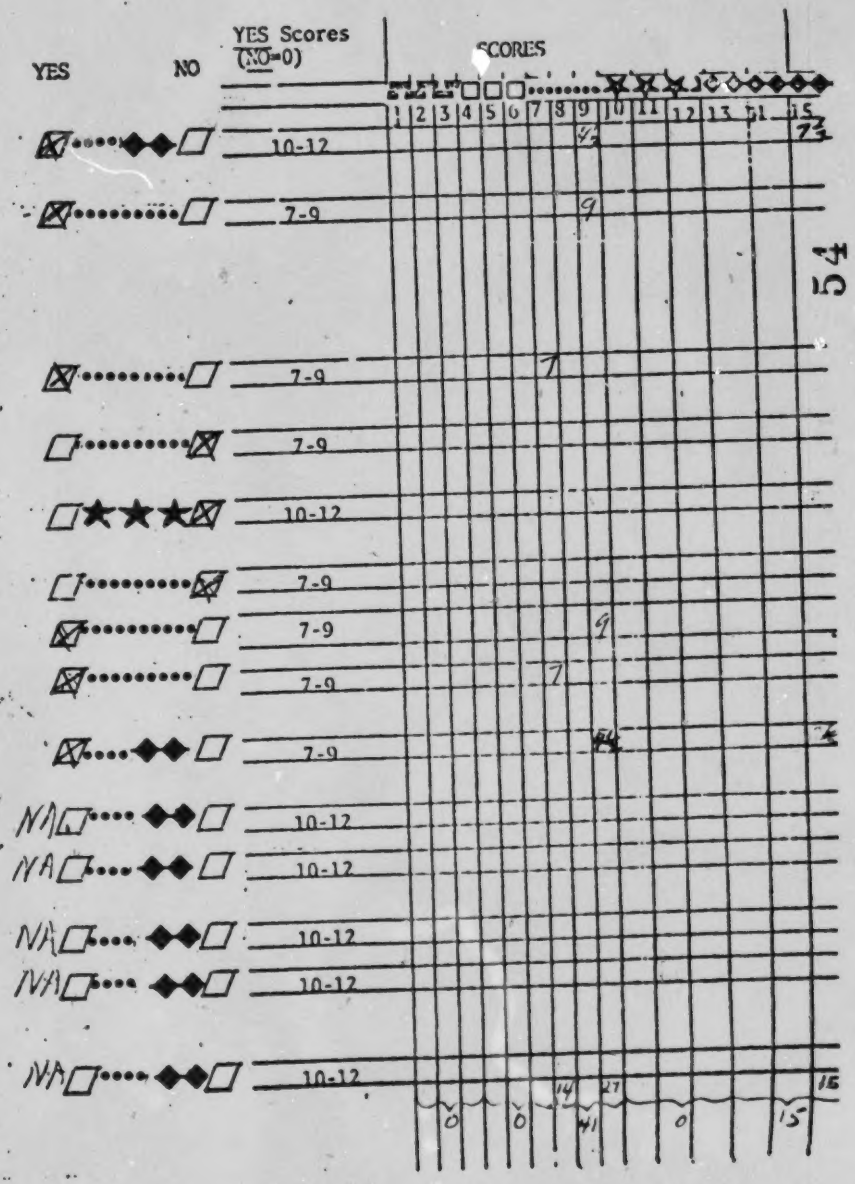
g. Rooms for students provide for two to every room.

h. Rooms for students provide for three only to every room.

i. Rooms provide for four only to each room.

j. Rooms are barracks style providing for:

(1) 20 - 30 students



(2) 30 - 40 students

(3) 40 - 50 students

(4) 50 - 60 students

(5) 60 - 70 students

(6) 70 - 80 students

(7) 80 - 90 students

(8) 90 - 100 students

(9) 100 - 150 students

(10) Over 150 students

k. Rooms are lockable.

l. Rooms provide space for privacy.

m. Rooms provide space for safe-keeping of personal possessions.

n. Rooms or dorms are equipped for student indulgence in hobbies.

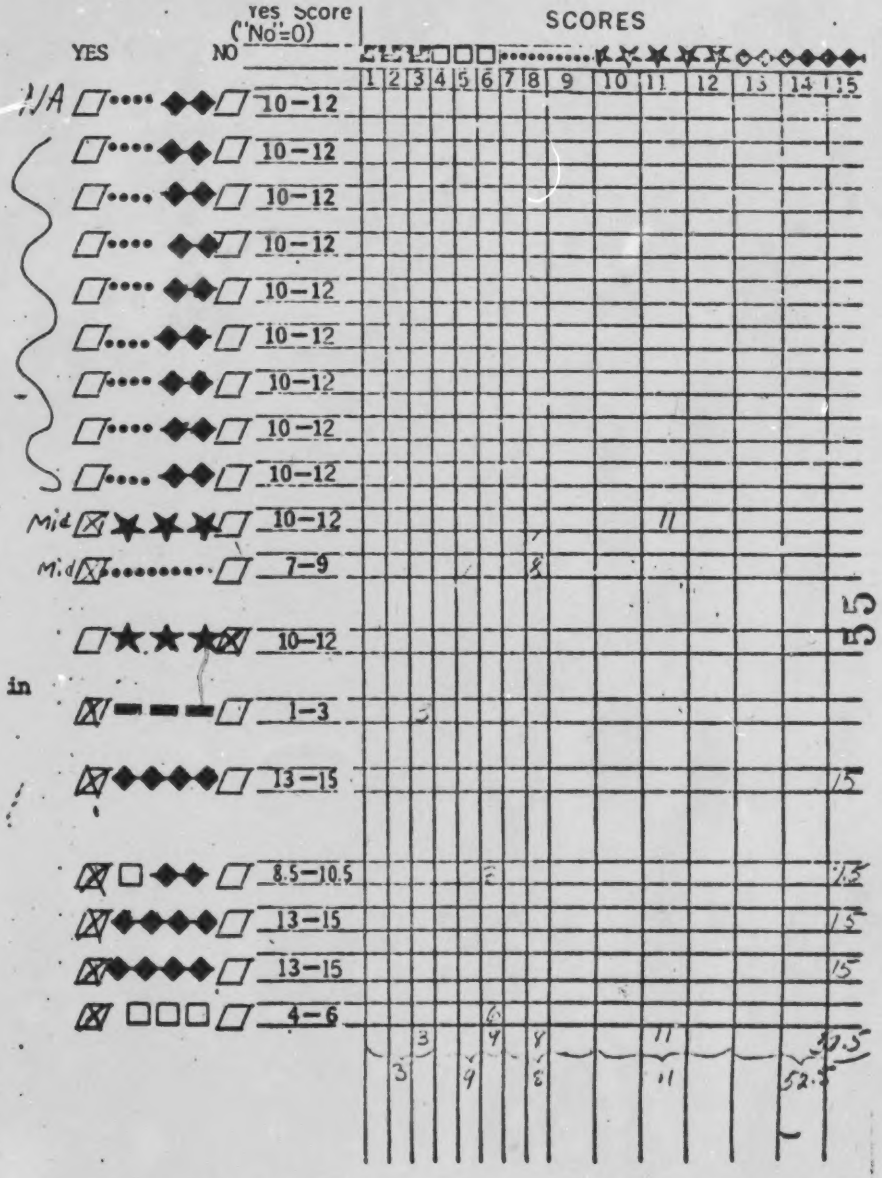
o. Rooms have suitable lighting to meet standards requirements and program needs.

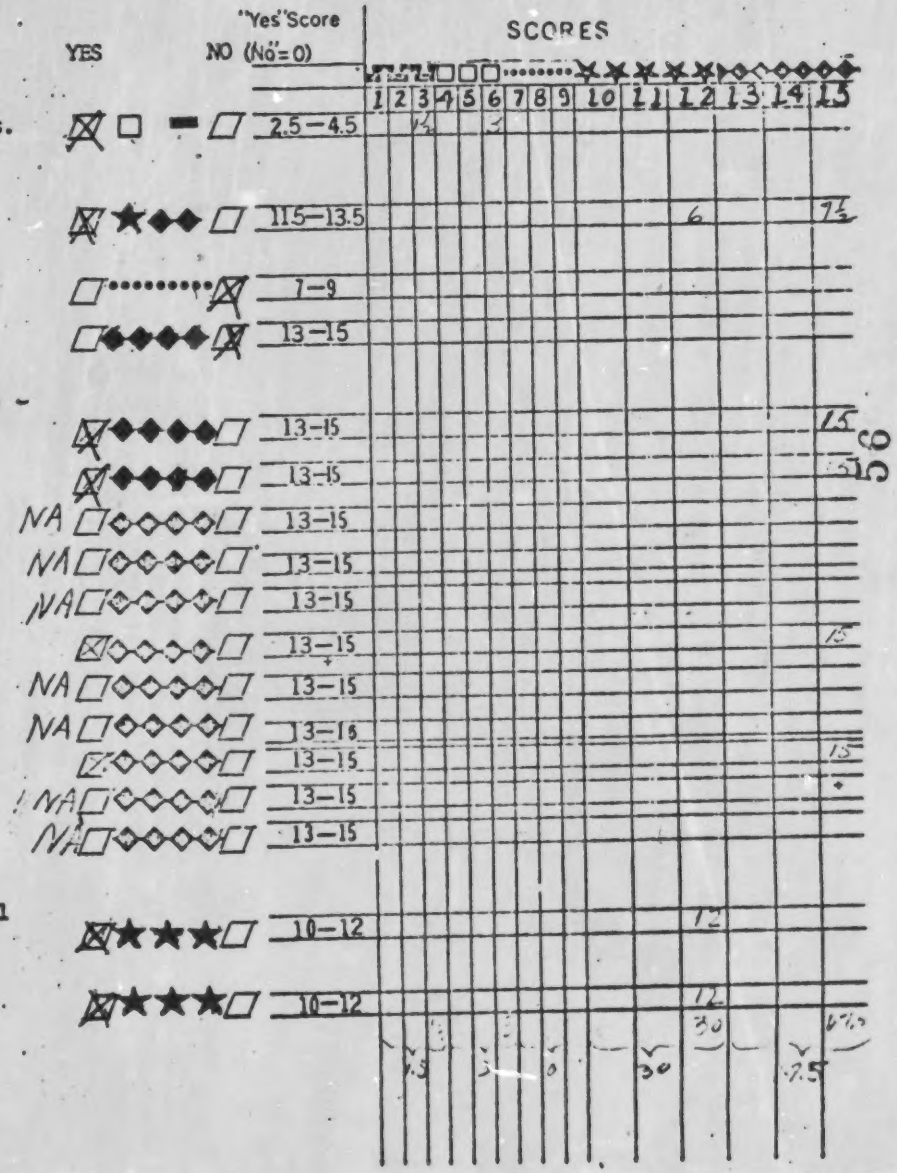
p. Students are required to carry out some house-keeping duties such as may be expected in family living.

q. Dorms have game rooms.

r. Dorms have leisure time rooms with T.V.

s. Dorms have library selections and reading area.




"Yes" Score
YES
NO (No=0)
SCORES
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
2.5–4.5
11.5–13.5
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NA
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30
30
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7.5
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15
15
15

	YES	NO	* Yes Score (NO=0)
C. Number of students per Instructional Aide, more than 15 but less than 20.	NA		10 - 12
D. Number of students per Instructional Aide is less than 30 but more than 20.	NA		10 - 12
E. Number of students per Instructional Aide is more than 30.	NA		10 - 12
F. Number of Instructional Aides per Supervisory Aide is 6 or less.	NA		10 - 12
G. Number of Instructional Aides per Supervisory Aide is 6 or more.	Min		10 - 12
H. Janitorial work is done by Plant Management staff.			13 - 15
I. Janitorial work done entirely by students.			*13 - 15
J. Part of janitorial work assigned as training to students.			8.5-10.5
K. Janitorial work assigned as punishment to students.	Min		*2.5-4.5
L. Dorms provide self-service laundry facilities.			13 - 15
M. Laundry attendants at school provide complete service.	NA		13 - 15
N. School provides seamstress services.			10 - 12
O. Laundry and clothing supply represents a problem.	Mid Pos.		*10 - 12
A. Punitive discipline provided and supervised by Counselor.	Mid Pos.		*1 - 3
B. Student behavior is the responsibility of student group with school administration authority and supervisor.			1 - 3
C. Discipline is a problem source.			1 - 3

SCORES

1 2 3 4 5 6 7 8 9 10 11 12

10 10 16 7½ 15 15 11 2 2 5 2 2 3 10 11 37.5

2.5 5 0 21 137.5

*Except in I, K, O, A & C.

	YES	NO	Yes Score (NO=0)
D. A student patrol is provided.	☐	☒	10 - 12
E. Student patrol and other student groups aid in handling drunk and disorderly students.	NA ☐	☆☆☆	10 - 12
F. A special room or area is used to manage drunk and disorderly students. *no problem*	NA ☐	☆☆☆	10 - 12
G. A school policy for dorm staff and students for handling drunk and disorderly students is published and known to all.	NA ☐	☆☆☆	10 - 12

OTHER OUT OF CLASS ACTIVITIES

1. a. The school has a Student Government, formally and officially as a regular school program. *High Sch. only* *M.d*	☒	☐☐☐	4 - 6
b. The school has an informal or partial Student Government with functions as marked below.	NA ☐	☐☐☐	4 - 6
2. The Student Government is responsible for out of school activities:			
a. Movies	☒	☐☐☐	4 - 6
b. Dances	☒	☐☐☐	4 - 6
c. Recreation: Sports	☒	☐☐☐	4 - 6
d. Dormitory related activities	☒	☐☐☐	4 - 6
e. Planning of meals	☒	☐☐☐	4 - 6
f. Student leisure time activities	☒	☐☐☐	4 - 6
g. Student work-aid program	☐	☐☐☐	4 - 6
h. Student responsibilities (AWOL-Law offenders)	☐	☐☐☐	4 - 6

Score: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

5 6 6 6 6 6 6 0 41 0 0 0

ent Government:

-53-

-7-

138

	YES	NO	Yes Score (NO=0)	SCORES
i. Other, list				
(1) Sr. Graduation Events	☒	☐	4 - 6	6
(2)	☐	☒	4 - 6	
(3)	☐	☒	4 - 6	
3. Student Government has control of Student clubs.	☐	☒	2.5-4.5	
a. Boy Scouts	N/A ☐	☐	2.5-4.5	
b. Girl Scouts	☐	☐	2.5-4.5	
c. 4-H	☐	☐	2.5-4.5	
d. Junior Achievers	☐	☐	2.5-4.5	
e. Indian Club	☐	☐	2.5-4.5	
f. Pep Club	☐	☐	2.5-4.5	
g. Other student clubs (list) (1)	☐	☐	2.5-4.5	
(2)	☐	☐	2.5-4.5	
4. Student Government has operating budget	☒	☐	2.5-4.5	1½ 3
Funds obtained from a. Activity membership	☐	☒	2.5-4.5	
b. Fund raising campaign	☐	☒	2.5-4.5	
c. Donations	☒	☐	2.5-4.5	1½ 3
d. Admissions and Fees	☐	☒	2.5-4.5	
e. Other (list) 1. From Sch. Adm. Funds	☒	☐	2.5-4.5	1½ 3
2.	☐	☒	2.5-4.5	
				4.5 1 0 0 0

	YES	NO	Yes Score (NO=0)	SCORES
5. Student Government operates student store	☐	☒	2.5-4.5	
a. Which is under control of student government.	NA ☐	☐	2.5-4.5	
b. Which is made accessible to school clubs for fund raising purposes.	NA ☐	☐	2.5-4.5	
c. Which receives active involvement of school administrators.	NA ☐	☐	2.5-4.5	
d. Which has faculty advisor (who is:)				
(1) Guidance Counselor	NA ☐	☐	2.5-4.5	
(2) Administrator	NA ☐	☆	5.5-7.5	
(3) Teachers (Home Ec. & English	☒	☐	2.5-4.5	½ 3
(4) School Social Worker	NA ☐	....	4 - 6	
(5) Psychologist	NA ☐	☐	2.5-4.5	
6. Student Government has formal written set of By-Laws approved by Area Assistant Director for Education.	☒	★	5.5-7.5	½ 6
7. Student Government is involved in the development, implementation and evaluation of Title programs.	☐	☒	2.5-4.5	
8. Student Government has a voice in broad school program planning.	☐	☒	2.5-4.5	
a. Construction	☐	☒	7 - 9	
b. Policy	☐	★ ☒	5.5-7.5	
c. Personnel	☐	.... ☒	4 - 6	
d. Physical Management	☐	◆◆ ☒	7 - 9	
e. Budgetary Commitments	☐	★ ☒	5.5-7.5	
f. Curriculum	☐	☐ ☒	2.5-4.5	

3 3 3 3 0 6 6 0

	YES	NO	* Yes Score (NO=0)
9. Student Government is involved in establishment of behavior standards, including standards of dress and personal grooming.	☐	☒	4 - 6
10. Student Government is involved in consideration of Violations of behavior standards and in prescribing corrective treatments.	☒	☐	4 - 6
11. The Student Government is a strong, active program and requires little adult supervision.	☐	☒	4 - 6
12. The student government suffers from overcontrol by administration.	☒	☐	4 - 6
tudent Stores: 1. School has a student store.	☒	☐	1 - 3
2. Store hours meet needs of studnets.	☒	☐	1 - 3
3. Store honors and is reimbursed for behavior modification program tokens. (Token economy)	☐	☒	1 - 3
4. Store stock includes:			
a. Candy, pop, cookies	☒	☐	1 - 3
b. Other bakery or food products	☒	☐	1 - 3
c. Toilet supplies, articles	☒	☐	1 - 3
d. Clothing supplies such as T-shirts, pull-on knit shirts and sport socks.	☒	☐	1 - 3
e. Clothing supplies such as:			
(1) Boy's, girl's shoes	☒	☐	1 - 3
(2) Boy's, girl's boots	☐	☒	1 - 3
(3) Boy's, girl's under clothing	☐	☒	1 - 3

SCORES 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

*Exception for 12.

	YES	NO	Yes Score (NO = 0)
(4) Boy's, girl's blouses, shirts		X	1 - 3
(5) Boy's, girl's skirts, slacks		X	1 - 3
(6) Boy's, girl's jackets		X	1 - 3
(7) Girl's dresses		X	1 - 3
f. Cosmetics and supplies	X		1 - 3
g. School supplies	X		1 - 3
h. Toys - gadgets - jewelry		X	1 - 3
5. Store is run by students wholly.		X	1 - 3
6. Store displays and sells student produced art work.	X		1 - 3
7. Students receive training in business operations before and during their involvement in student operated store.	X		1 - 3
8. Faculty advisor is permanently assigned to store operation run by students.		X	1 - 3
9.a. Net profits from store sales go to individual students.		X	1 - 3
b. Profits from store sales go to student operated Programs.	X		1 - 3
c. Profits from store sales go to school operated programs.	X		1 - 3
10. Store offers books and magazines for sale.		X	1 - 3
11. Store has catalogues of paperbooks for ordering.		X	1 - 3
12. Store offers student groups a means of fund raising.	X		1 - 3

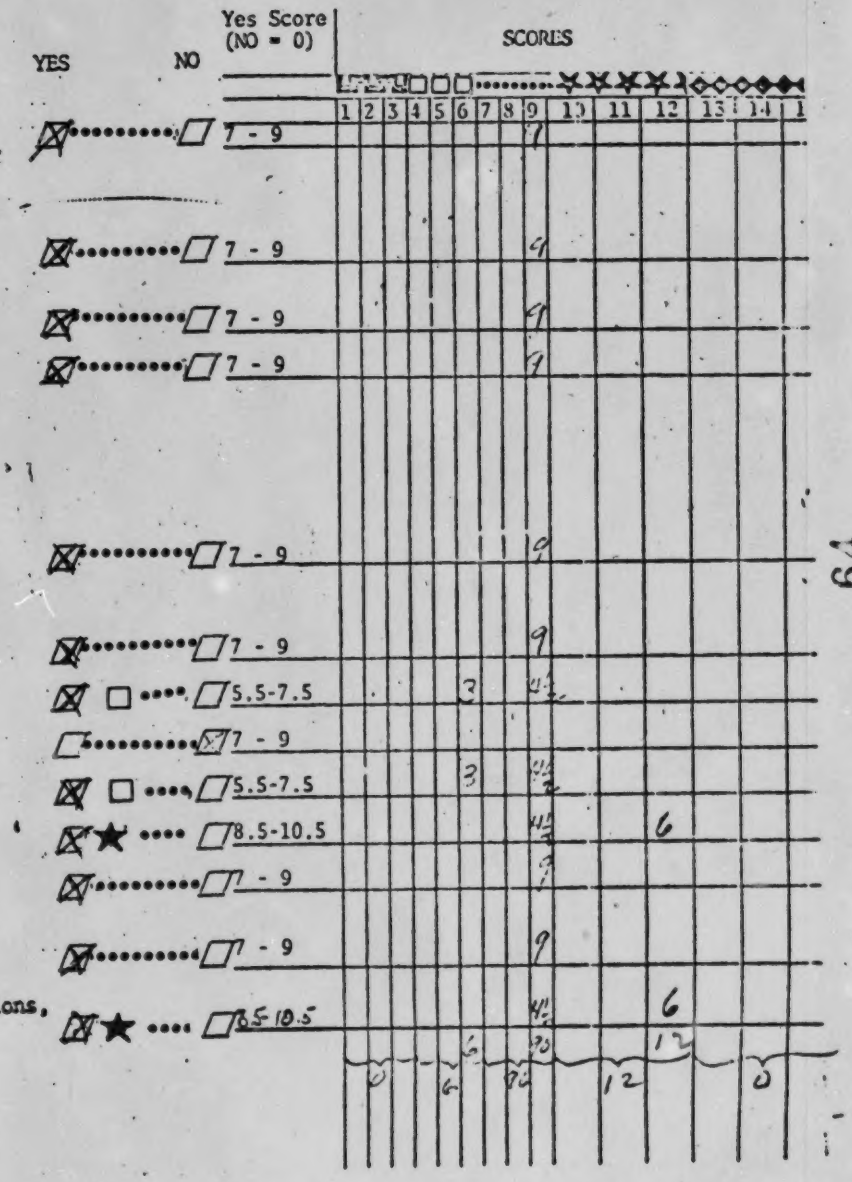
SCORES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

-57-

62

		YES	NO	Yes Score (NO = 0)	SCORES
chool as a Community:	1. School campus can be visualized as a community, i.e., people living and working within certain geographic boundaries, having interests in common, having set rules of conduct for all, common authorities, divisible into neighborhoods, family groups, etc.	X		7 - 9	9
	2. As a community, the school campus provides learning experience relating to contributive community living.	X		7 - 9	9
	3. a. The established school program for learning includes a plan for learning about community living.	X		7 - 9	9
	b. About acceptable standards of behavior	X		7 - 9	9
	4. All students become involved to some extent in the "community life" experience learning program.	X		7 - 9	9
	5. Student self government, as a part of the campus community, includes means to administer discipline.		X	7 - 9	
	6. Student self government, as a part of the campus community, is actively engaged in defining and advocating student rights.		X	7 - 9	
	7. Student government, as a part of the campus community, is actively engaged in clarifying and reinforcing student responsibilities as related to student rights.		X	7 - 9	
hool as a part of the Community in which it is Located:					
	1. The school fosters the extension of the campus as a community to include all within the geographic boundaries of the town in which the campus is located.	X		7 - 9	9
	2. The school staff invite town people to participate and become involved in school interests and activities.	X		7 - 9	9
					63
					0 0 63 0 0


YES
NO
Yes Score (NO = 0)
SCORES
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
3. The townspeople are responsive to school invitations to become involved in school activities.
7 - 9
4. The townspeople regard the school with its students as "one of their community" institutions for which they have certain responsibilities which they fulfill as they do for other community institutions.
7 - 9
5. The relations between the community and school are good.
7 - 9
6. There is an active Community Advisory Committee.
7 - 9
dent's Home Communities As Sponsors of the School:
1. The school administration actively solicits the interest and involvement of persons from students home communities in the schools activities, programs and plans.
7 - 9
2. School staff periodically visit students communities for liaision and interest soliciting purposes.
7 - 9
a. Visits by Counselors
5.5-7.5
b. Visits by School Social Worker
7 - 9
c. Visits by teachers
5.5-7.5
d. Visits by Administrative Staff
8.5-10.5
3. Parents of students frequently visit school.
7 - 9
4. People from students home communities other than parents visit school frequently.
7 - 9
5. There are active school supportive clubs, organizations, etc., composed of interested home town people.
8.5-10.5

	YES	NO	Yes Score (NO = 0)
6. a. Students are from one tribe * community only.	X		7 - 9
b. Students are from 2 - 5 tribes * communities.	NA		7 - 9
c. Students are from 6 - 10 tribes * communities.			7 - 9
d. Students are from 10 - 30 tribes * communities.			7 - 9
e. Students are from more than 30 tribes * communities.			7 - 9

cational Needs of Students Home Communities as Expressed by Members:

A. The School assessed these felt needs.	X		4 - 6
They emphasized:			
1. Social Development	X		7 - 9
2. Vocational Education and Training	X		4 - 6
3. Technical Education and Training	X		4 - 6
4. Professional Preparation (Career)	X		4 - 6
5. Business Training	X		4 - 6
6. Industrial Training	X		4 - 6
7. Educational Arts	X		4 - 6
8. Other (list) College orientation	X		4 - 6
Spec. Ed.	X		4 - 6
Traditional/Cultural Values	X		4 - 6

SCORES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

	YES	NO	*Yes Score (NO = 0)
9. The schools response to the community's expression of need has been positive with respect to:			
a. Career development.	X		4 - 6
b. With respect to Social Development.	X		7 - 9
c. With respect to educational development.	X		4 - 6
nce of Home Communities from School: (list est. # below)			
1. Less than a mile.	X		4 - 6
2. More than a mile, but less than two miles.			4 - 6
3. More than 2 miles, but less than five miles.			4 - 6
4. More than 5 miles, but less than 15 miles.			4 - 6
5. More than 15 miles, but less than 25 miles.	Bus X		4 - 6
6. More than 25 miles.	Dorm X		4 - 6
s Program and Athletic Facilities:			
1. The school has an interscholastic sports program for boys.	X		6 - 8
2. The sports included for boys are:			
a. Basketball	X		6 - 8
b. Football	Mid X		6 - 8
c. Baseball	Min X		6 - 8
d. Cross country		X	6 - 8

*Exception for 3, 4, 5, & 6.

SCORES														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	1
					6									
								7						
					6									
					6									
			4											
			1		2									5
			1		2									5
	.4			1.4									4.5	
.3			1.3									4.3		
3	1.6	2	5	2.8		4						4.3	4.6	10
	2.9		23.0		9		0						18.9	

			Item Score (NO = 0)
		YES NO	
e. Track and Field	Min	☒ ☐ ▬ ◆ ☐	6 - 8
f. Swimming		☐ ☐ ▬ ◆ ☒	6 - 8
g. Wrestling		☐ ☐ ▬ ◆ ☒	6 - 8
h. Tennis		☐ ☐ ▬ ◆ ☒	6 - 8
i. Golf		☐ ☐ ▬ ◆ ☒	6 - 8
j. Other sports (list)			
1. Rodeo (HS)	Min	☒ ☐ ▬ ◆ ☐	6 - 8
2. Pow Wows		☒ ☐ ▬ ◆ ☐	6 - 8
3. The school has an interscholastic sports program for girls.		☒ ☐ ▬ ◆ ☐	6 - 8
4. The sports included for girls are:			
a. Basketball		☒ ☐ ▬ ◆ ☐	6 - 8
b. Volleyball	Min	☒ ☐ ▬ ◆ ☐	6 - 8
c. Softball	Min	☒ ☐ ▬ ◆ ☐	6 - 8
d. Cross country		☐ ☐ ▬ ◆ ☒	6 - 8
e. Track and Field		☒ ☐ ▬ ◆ ☐	6 - 8
f. Swimming		☐ ☐ ▬ ◆ ☒	6 - 8
g. Tennis		☐ ☐ ▬ ◆ ☒	6 - 8
h. Field hockey		☐ ☐ ▬ ◆ ☒	6 - 8
i. Other sports (list)			
1. Rodeo	Min	☒ ☐ ▬ ◆ ☐	6 - 8
2.		☐ ☐ ▬ ◆ ☒	6 - 8

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
.3			1.3									4.3		
.3			1.3									4.3		
			1		2									5
			1		2									5
			1		2									5
.3			1.3									4.3		
.3			1.3									4.3		
			1		2									5
.3			1.3									4.3		
1.5	4	6.3	8							0		21.5		20
5.5		14.5			0							41.5		

	YES	NO	Yes Score (NO = 0)	SCORES
5. The school has an adequate number of coaches to handle the different sports.			6 - 8	
6. The school had adequate funds to hire referees umpires, timekeepers and starters for scheduled events.			6 - 8	
7. The school's gym will handle a crowd of:				
a. 100 to 300			6 - 8	
b. 300 to 600			6 - 8	1 2 5
c. 600 to 1,000			6 - 8	
d. 1,000 to 1,500 :			6 - 8	
e. 1,500 to 2,000			6 - 8	
8. The size of the court is regulation size.			6 - 8	
9. The football field is lighted for night play.			6 - 8	
10. The football field is equipped with bleachers for the observers.			6 - 8	
11. The baseball diamond is equipped with bleachers for observers.			6 - 8	
12. The baseball field can also be used for softball by girls team.			6 - 8	1 2 5
13. The school track is:				
a. Cinder			6 - 8	
b. Dirt			6 - 8	1 2 5
c. Artifical surface			6 - 8	

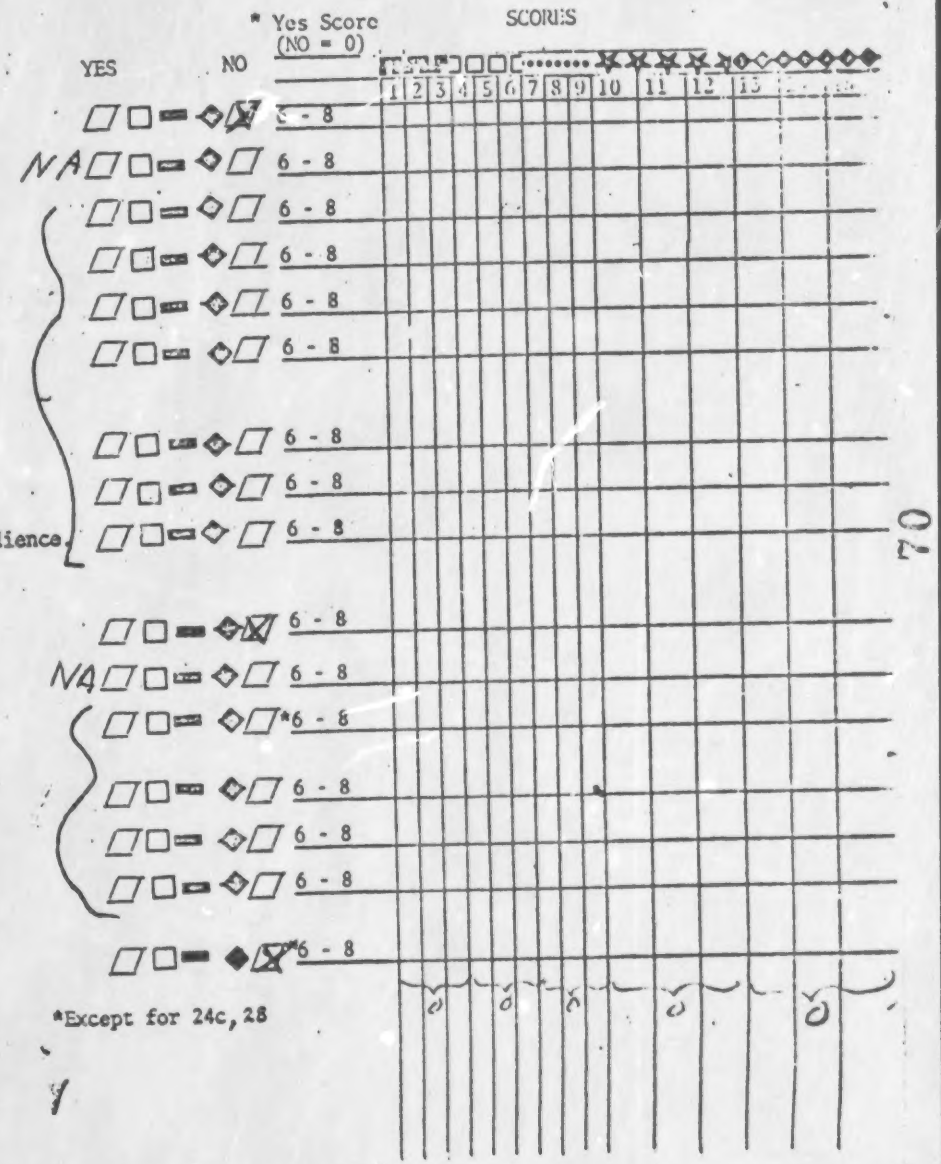
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

3 3 6 5 0 5 15

68

-63-

	YES	NO	Yes Score (NO = 0)	SCORES
14. The approach ways for pole vault, high jump, long jump, discus:				
a. Shot put are: (1) Cinder			6 - 8	
(2) Dirt			6 - 8	
(3) Grass			6 - 8	
(4) Artificial surface			6 - 8	
15. The pool is:				
a. 1 to 5 years old			6 - 8	
b. 5 to 10 years old			6 - 8	
c. 10 to 15 years old			6 - 8	
d. older			6 - 8	
16. The pool is olympic size			6 - 8	
17. The pool is deep enough to allow competition diving.			6 - 8	
18. The pool has adequate room to allow for fan seating.			6 - 8	
19. The school has:				
a. One wrestling mat			6 - 8	
b. Two wrestling mats			6 - 8	
c. Three wrestling mats			6 - 8	



20. The school has no tennis courts.
    a. Two to four tennis courts.
    b. Four to six tennis courts.
    c. Six to eight tennis courts.
21. The tennis courts are adequately fenced.
22. The tennis courts are lit for evening play.
23. The tennis courts have:
    a. Metal nets
    b. Regulation nets
    c. The school has bleachers for a tennis audience.
24. The school has:
    a. A Golf Course
    b. Eighteen hole golf course
    c. No golf course
25. The school has easy access to a community golf course.
26. The school has a practice putting green
27. The school has a driving range.
28. The field hockey field is separate from the football field.

eation Programs:

		YES	NO	Yes Score (NO = 0)
1.	Does your school have a recreation program in operation?	X		6 - 8
2.	The recreation program is headed by a recreation director.		X	6 - 8
3.	The school has a staff which works under the recreation director.		X	6 - 8
	a. One	NA		6 - 8
	b. Two	NA		6 - 8
	c. Three	NA		6 - 8
4.	The Recreation Department may use the student union facility for recreational purposes.	X		6 - 8
5.	The Recreation Department has adequate access to the gymnasium facility.	X		6 - 8
6.	The school has a gymnasium which can be used for recreation only.	X		6 - 8
7.	The Recreation Department has a separate and distinct fund for use in recreation only.	X		6 - 8
8.	The Recreation Program includes:			
	a. Handicrafts	X		6 - 8
	b. Traditional techniques	X		6 - 8
	c. Intramural sports for boys		X	6 - 8
	d. Intramural sports for girls		X	6 - 8
	e. Co-education sports	Min		6 - 8

SCORES

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

		1			2									5
		1			2									5
		1			2									5
	.6			1.2								4.6		11.1
		1			2									5
		1			2									5
	.3			1.2								4.3		
	5.7			12.7			0			0			33.7	

f. Arts and related subjects

g. Drama

h. Music

i. Health

j. Civic or community exposure

9. The recreation staff works evenings and weekends.

10. The Recreation Program emphasizes life-time or carry-over sports.

11. The Recreation Program on your campus involves:

a. K through 6

b. 7 through 9

c. 10 through 12

d. Postgraduate

12. The Recreation Program includes lead-up games for the younger children.

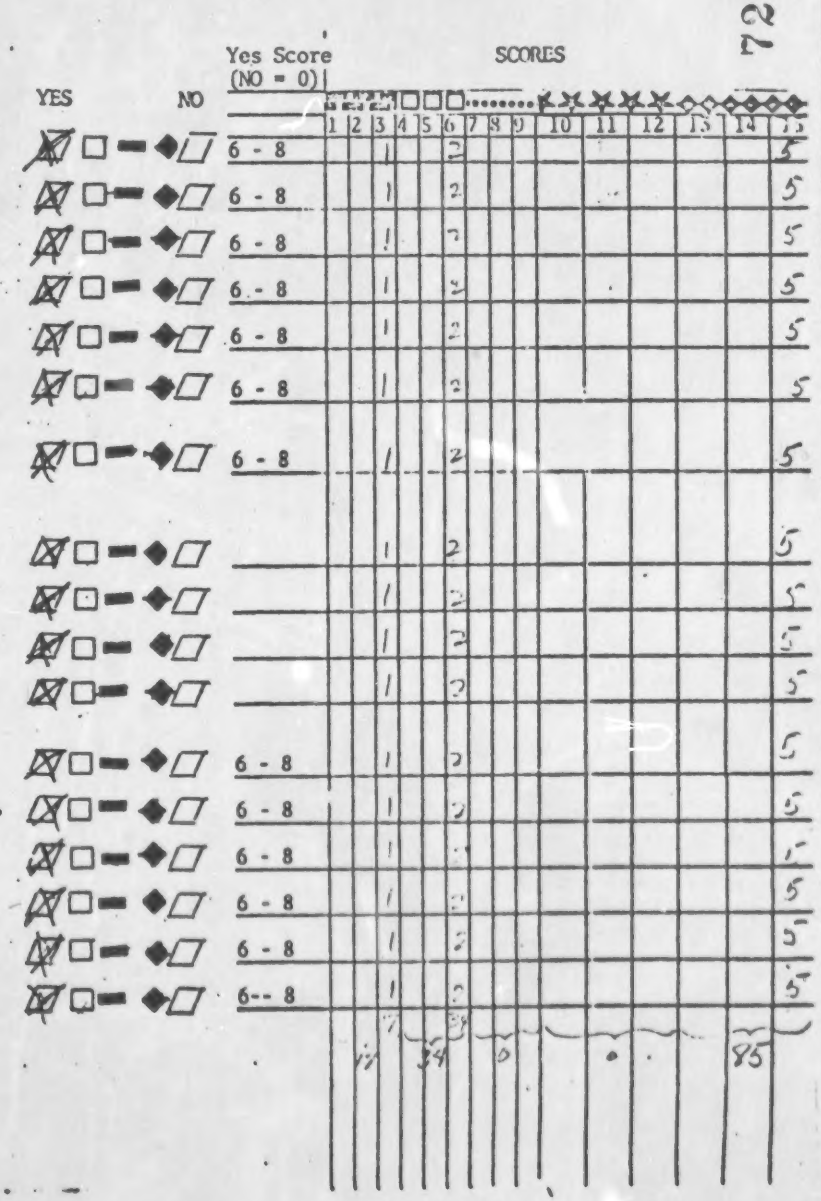
13. The recreation staff post a schedule of activities.

a. Weekly

b. Monthly

c. By semester

d. Yearly


YES
NO
Yes Score (NO = 0)
SCORES
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
6 - 8
6 - 8
6 - 8

		YES	NO	Yes Score (NO = 0)	SCORES
14.	The recreation staff post a schedule for facilities.	X		6 - 8	5
	a. Weekly	X		6 - 8	5
	b. Monthly	X		6 - 8	5
	c. By semester	X		6 - 8	5
	d. Yearly	X		6 - 8	5
15.	The Recreation Department has adequate equipment.		X	6 - 8	
16.	There is a check-out point for equipment.	X		6 - 8	5
17.	The Recreation Department has:				
	a. Its own equipment	Some X		6 - 8	4.6
	b. To share equipment	Some X		6 - 8	4.6
18.	The Recreation Program has community support.	X		4 - 6	
19.	The Recreation Program is able to meet:				
	a. 1 to 25% of student needs.	VA		6 - 8	
	b. 25 to 50% of students needs.	HS X		6 - 8	
	c. 50 to 75% of students needs.	X Elem		6 - 8	4.6
	d. 75 to 100% of students needs.	X		6 - 8	
20.	The Recreation Program:				
	a. Has its own department		X	6 - 8	
	b. Works as a dormitory-recreation department.	X		6 - 8	5
	c. Is a sub-division of Student Services	X		6 - 8	5
					53.8

		YES	NO	Yes Score (NO = 0)	SCORES
21.	The Recreation Program provides activities for the handicapped child.	Min ☒	☐	6 - 8	
22.	The Handicapped Program has one or more specialized staff member(s).	☐	☒	6 - 8	
School Social Work:					
1.	The services of one professional qualified School Social Worker are available to all students of the school.	☐	☒	7 - 9	
2.	The services of one School Social Service Representative are available to all students of the school.	☐	☒	7 - 9	
3.	The services of one School Social Worker or one Social Service Representative are available to a limited number of students at the school.	☐	☒	7 - 9	
4.	Social Work Services are available at the school by Social Workers or Social Service Representatives numbering one or more for every 150 students at the school.	☐	☒	7 - 9	
5.	The school provides one Social Worker Aide for every two or less Social Workers or Social Service Representatives.	NA ☐	☐	7 - 9	
6.	School Social Workers or Social Service Representatives provide case work services to students.	☐	☐	7 - 9	
7.	Social Service Workers or Social Service Representatives provide services to students in groups.	☐	☐	7 - 9	
8.	Social Service Workers or Social Service Representatives provide liaison services:				
	a. Between school and agencies	☐	☐	7 - 9	

b. Between school and parents

c. Between school and communities

9. Social Service Workers or Social Service Representatives provide advisory and/or consultative services to school staff relative to student's:

   a. Situations (Social)

   b. Student behavior

10. School Social Worker represents school in court cases involving students, acting as "friend of the court".

11. School Social Worker or Social Service Representative participates in staffings relating to individual students.

12. Social Service Worker or Social Service Representative coordinates staffings.

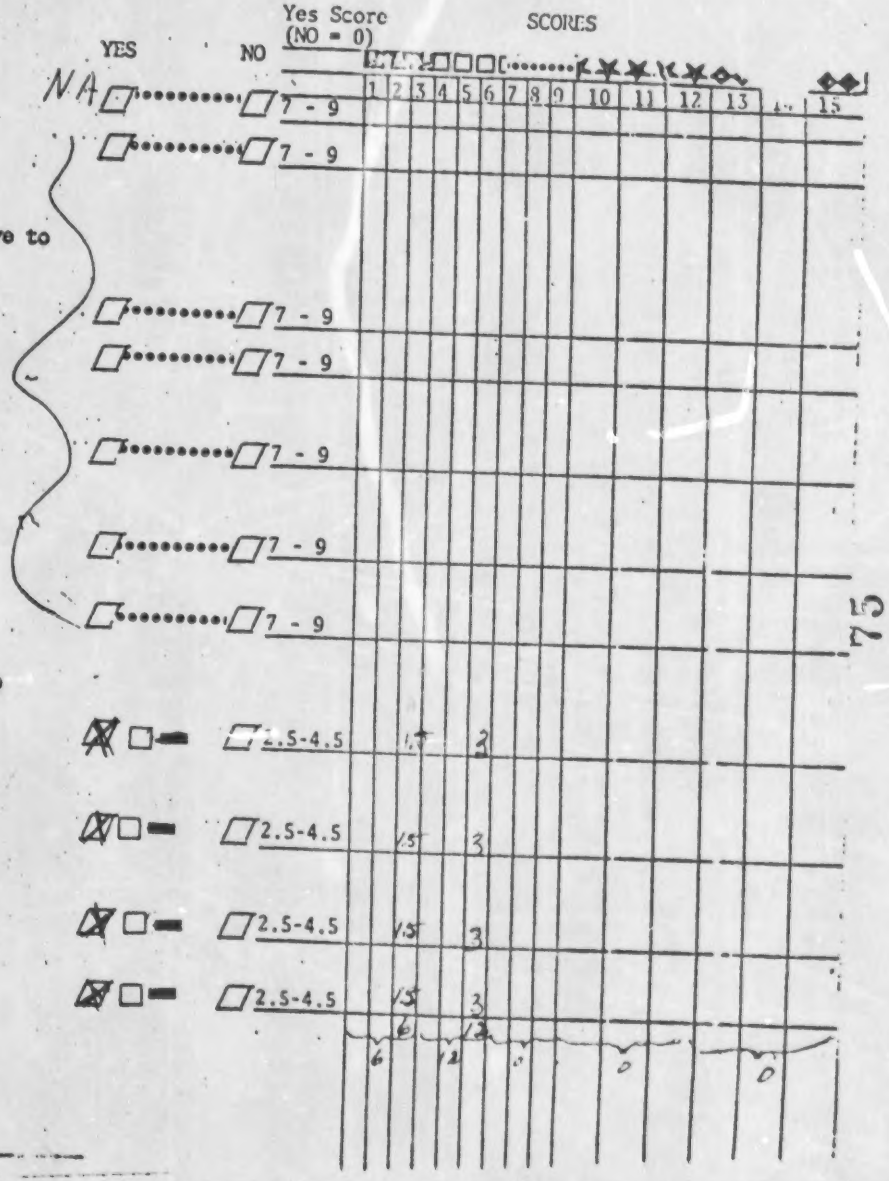
nseling:

1. The school provides professional counselors to meet the needs of students with emotional and behavioral problems.

2. The school provides professional counselors to meet the needs of students for educational counseling.

3. The school employs professional counselors to meet the needs of students for vocational counseling.

4. Counselors are available to students in the dorms after class hours.



	YES	NO	Yes Score (NO = 0)	SCORES: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
5. Counselor Aides assist counselors in the dorms.	X		2.5-4.5	3
6. The counselors conduct group sessions based on student needs and social problems.	X		2.5-4.5	1.5 3
7. The counselors perform individual counseling.	X		2.5-4.5	1.5 3
8. The counselors give achievement ability and aptitude tests.		X	2.5-4.5	
9. The counselors give psychological diagnostic tests.	X		2.5-4.5	1.5 3
10. The counselors provide formal teaching of guidance or mental health classes.		X	2.5-4.5	
11. The counselors serve as consultants to regular teachers in teaching mental health principles.	X		2.5-4.5	1.5 3
12. The counselors provide inservice training to other staff members.	X		2.5-4.5	1.5 3
13. The counselors perform case studies and initiate case conferences.	X		2.5-4.5	1.5 3
14. Counselors aid in developing school programs and curriculum.	X		2.5-4.5	1.5 3
15. Counselors provide a resource and research function in their functional areas.	X		2.5-4.5	1.5 3
16. Counselors develop special programs for individual students.	X		2.5-4.5	1.5 3
17. Counselors use contingency management and other behavior modification techniques.		X	2.5-4.5	
18. Counselors make home visits to work with parents in special cases.	X		2.5-4.5	1.5 3
19. Counselors make referrals to PHS - IHS and other agencies.	X		2.5-4.5	1.5 3

	YES	NO	" Yes Score (NO = 0)	SCORES
20. Counselors are licensed by the state.	X		2.5-4.5	1.5 3
21. All Counselors have a BA degree or better.		X	2.5-4.5	
22. All Supervisory Counselors have a Master's degree or better.	X		2.5-4.5	1.5 3
23. All Counselors have at least 18 hours ir university guidance and counseling credits.	X		2.5-4.5	1.5 3
24. Counselors provide public relations contact with parents, clubs, interested citizens, and others.	X		2.5-4.5	1.5 3
25. Counselors provide consultant services on school curriculum and programs to students, parents, and interested citizens.	X		2.5-4.5	1.5 3
26. Head counselors perform administrative duties such as service on ad hoc and permanent committees which carry out administrative functions.	MIX		2.5-4.5	1 2.5
27. Head counselors perform on-going administrative functions such as class scheduling or recognition of student actions or coordination of programs in counseling funded by flow thru money (title money) scheduling of para professionals.	X		*2.5-4.5	
28. Regular counselors are obliged to carry out administrative functions which must be considered in any assessment of time and functions of said counselors.		X	*2.5-4.5	1.5 3
29. Counselors carry out testing which may be characterized as:				
a. diagnostic	X		2.5-4.5	1.5 3
b. Achievement		X	2.5-4.5	

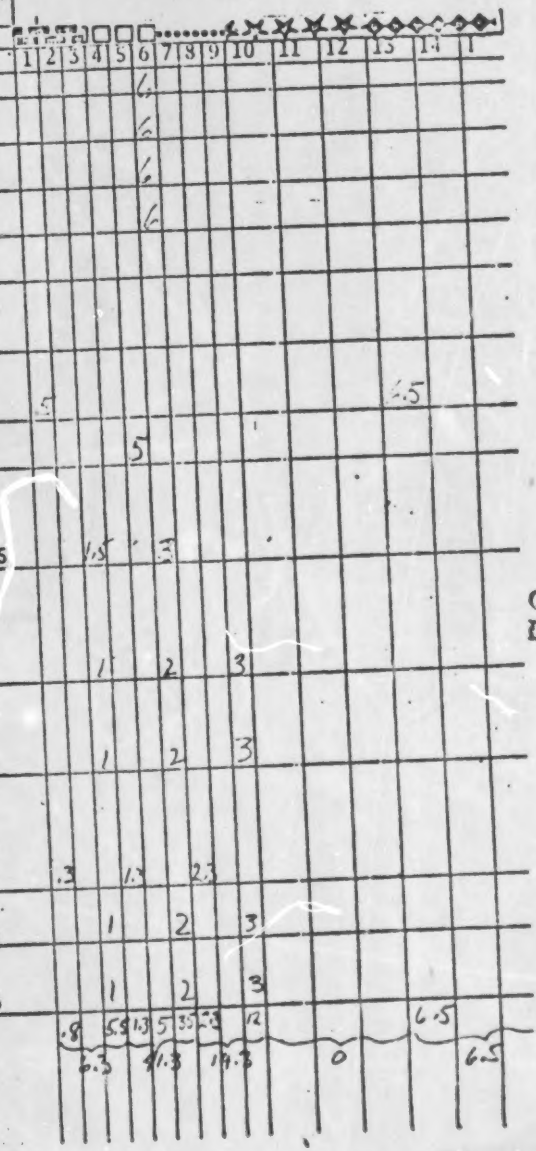
*Except for 27 & 28.

1 1.5 2.5 3.5 0 0 0

-72-

	YES	NO	Yes Score (NO = 0)
(1) (State) (accreditation) N.C Agency: (Out of State)	X		4 - 6
(2) Area (1740)	X		4 - 6
(3) Title programs	X		4 - 6
c. Vocational interest inventories	X		4 - 6
d. Aptitude and ability		X	4 - 6
30. Counselors perform recruitment or admissions responsibilities.		X	4 - 6
31. Counselors are involved in planning Summer activities.	Min X		7 - 9
32. Counselors are involved in counseling activities during summer.	Min X		4 - 6
33. Counselors are involved in other than counseling activities during summer months.	X		2.5-4.5
Special Education:			
1. The school has a written policy for identifying and prescribing for the special education needs of students.	X		4 - 6
2. A staff member is identified as having overall responsibility for seeing that the special education needs of students are met.	X		4 - 6
3. Types of special education services at the school include:			
a. Speech Therapy	Min X		4 - 6
b. Remedial or Developmental Reading Lab.	X		4 - 6
c. Resource or Itinerant Special Education Teacher.	X		4 - 6

SCORES



78

	YES	NO	(NO = 0)	SCORES
d. Self-contained Special Education Classroom (EH, EHR - math or reading labs, etc.)	Pro ☐	☒	4 - 6	1
e. School Psychologist.	☒	☐	2.5-4.5	1.5
f. Any special education programs for the gifted. etc., identify several:	☒	☐	2.5-4.5	1.5
(1) use as tutors for others in Sp Ed.	☒	☐	2.5-4.5	1.5
(2) use in leadership roles	☒	☐	2.5-4.5	1.5
(3) _____	☐	☒	2.5-4.5	
4. Students needing special education services are mainstreamed in the regular education program to avoid unnecessary categorization and stigmatization.	☒	☐	2.5-4.5	1.5

ADMINISTRATION AND THE STUDENT

1. Records relating to referrals and transferrals:				
a. With few exceptions arrive prior to the student's arrival.	☐	☒	11.5-13.5	
b. Contain medical records.	Min ☒	☐	11.5-13.5	5
c. Contain special alert notations in cases of special medical, psychological, social, etc., conditions and needs.	Min ☒	☐	11.5-13.5	5
d. Contain complete academic records.	Min ☒	☐	11.5-13.5	5
e. Contain Social Studies which:				
(1) identify family members and responsible relatives including addresses, phone numbers, etc.	Min ☒	☐	11.5-13.5	5

	YES	NO	Yes Score (NO = 0)
(2) Describe special problems which need professional attention of Social Work, counseling, psychology, medical or other school staff.	☒ Min	☐	8 - 10
2. School enrollment — 278 ADA	405 enrolled		
a. Preponderance of differential is due to illness.	☐	☐	
b. Preponderance of differential is due to withdrawal.	☐	☐	
c. Preponderance of differential is due to AWOL.	☐	☐	
d. Preponderance of differential is due to other. (list)	☐	☐	
(1) Lambing Seasons	☒	☐	
(2) —	☐	☐	
(3)	☐	☐	
e. Number of tribes represented in enrollment.	One plus I	Students only	
f. Number of students by sex.	142 M	136 F	(Elem)
g. Number of students by age.			
h. Number of Students by grade level.			

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			1.3			2.3						4.3		

1.3 2.3 4.3

0 1.3 2.3 0 4.3

-75-
Statistical
fo-only -
No score

Food

l Service:

		YES	NO	Yes Score (NO = 0)
1.	There is adequate skilled overall supervision of the school's food service program	☒	☐	10 - 12
2.	The administrative aspects of food service such as budgeting, procurement, accounting, adjustments for spoilage prior to delivery represent no problems.	Mid ☒	☐	10 - 12
3.	Food preparation staff is adequate and well trained.	Mid ☒	☐	10 - 12
4.	An inservice training program is in operation for encumbent food service staff.	☐	☒	10 - 12
5.	Student helpers in food service are employed.	☒	☐	10 - 12
6.	Students receive training in all phases of food service.	H.S.-One only ☒	☐	10 - 12
7.	The services of experts in Home Economics are available to the Food Service program of the school.	☐	☒	10 - 12
8.	The services of experts in Dietetics are:			
	a. Available to the Food Services Program of the school	Min ☒	☐	13 - 15
	b. This assures the provision of balanced, healful diets daily.	Min ☒	☐	13 - 15
9.	The school provides an opportunity for students to make their food needs and choices known and met in the menu planning.	☒	☐	10 - 12
10.	The students have a [meaningful] role in the decorating of an programs in the dining area. (etiquette, family style dining, scheduling, guest, special occasions, etc.)	Min ☒	☐	10 - 12

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								7.5						7.5
							4						7	
							4						7	
						3.5						6.5		
						3.5						6.5		
														81
												13		
												13		
								4.5						7.5
						3.5						6.5		
												45.5	14	15
		0			0		27.5			0			61.0	

	YES	NO	Yes Score (NO = 0)	SCORES
11. The Food Services Program provides special diets for students with dietary problems.	☒	☐	13 - 15	15
12. The Health nurse or Sanitarian participates in the Food Service planning to assure that sanitation, special diets and other needed health practices are carried out.	☐	☒	13 - 15	
13. All food handlers and food service equipment operators have regular periodic health examinations (this includes trainees).	☒	☐	11.5-13.5	6 — 7.5
14. All food service personnel have had a training or refresher course in first-aid in the last 12 months.	☐	☒	10 - 12	
15. All food service personnel have had training or a refresher course in fire prevention and control in the last 12 months.	☒	☐	10 - 12	10
16. The food services area of operation, especially the kitchen, has modern, multi-purpose, dry chemical Fire extinguishers at places accessible in case of fire.	☒	☐	10 - 12	12
17. Food services are contracted with:				
a. Specifications of food quality and quality of service specified in the contract.	☒	☐	13 - 15	15
b. There is daily appraisal of food served and food service to assure that contract requirements are met.	☐	☒	13 - 15	
18. Menus are printed and made available on:				
a. daily basis	☐	☒	13 - 15	15
b. weekly basis	☒	☐	13 - 15	3

0 0 0 8 18 27.5

	YES	NO	Yes Score (NO = 0)
c. Monthly basis	☐	☒	13 - 15
d. Other	☐	☒	13 - 15
19. Dining arrangements are family style.	☒	☐	7 - 9
20. Daily inspection assures conditions of cleanliness and sanitation in all food service areas daily.	☒	☐	10 - 12
21. Food service staff are temporary employees.	☒	☐	4 - 6
22. Food service staff are wage board employees.	NA	☐	4 - 6
23. Food service staff are career Service employees.	☒	☐	4 - 6
24. Food service staff participate in workshops at least once each year.	Min ☒	☐	10 - 12
25. Only head cook and/or designated others delegated by him have access to keys to supply room lockers and storage places for food.	☒	☐	10 - 12
26. Accurate account of foods on hand are available to school personnel having authorized or official need for such information.	☐	☒	13 - 15

dent Employment:

1. Students have the opportunity for paid employment at the school.	☒	☐	4 - 6
a. In janitorial duties	☐	☒	4 - 6
b. In Food Services duties	Min ☒	☐	4 - 6
c. In Administrative Clerical duties	☒	☐	4 - 6
d. In ground and building maintenance duties	☐	☒	4 - 6

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								9						
											12			
					½									
					½									
						3.5						6.5		
								15						15
					1									
					½									
					½									

0 3.0 6.5 12 12 13.5 14 15

	YES	NO	Yes Score (No = 0)
B. Other duties (List)			
(1) Coop Store work Min	☒	☐☐☐☐	4 - 6
(2) Classroom Aides	☒	☐☐☐☐	4 - 6
(3) Canteen Min	☒	☐☐☐☐	4 - 6
Garage (auto shops)	☒	☐☐☐☐	4-6
Library	☒	☐☐☐☐	4-6

SCORES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			4											
					6									
			4											
					6									
					6									
0			2	6	0				0				0	

84

-79-

Rough Rock Elementary Students

RELATIONSHIP OF PROBLEMS TO NEEDS

1974

Physiological

Needs	Problems
1. Air - (humidity, quantity)	Pulmonary (health) Colds - low disease resistance
2. Space	Contagious disease,
3. Food - Nutrition	Over-under weight, other dietary diseases, contributive behavior
4. Recreation - Rest	Tiredness, apathy, low competitiveness, low achievement
5. Elimination	Gastro - Intestinal ailments; secondary ailments
6. Exercise	Physical development
7. Sex	Boy - Girl relationships -pregnancy - parenthood -alcohol abuse related -identity related

Safety - Security

Needs	Problems
Protection Against: 1. Physical Danger	Accidents Injuries Cuts Bruises Maiming Sight Hearing Psychic Damage Related behavior
2. Threat - Frustration	Related behavior Theft Ego-centricity Criminal-like behavior related to property OCA participation limited

3. Deprivation a. of life supporting requirements b. of human rights	Preoccupation Resort to fantasy Resort to alcohol and drugs Projection Prevarication
4. Loss by theft or destruction of possessions	Cheating Militant retaliation, gang "warfare" and destruction Hostility

Social

Needs	Problems
1. Love and affection	Personal development Enuresis related
2. Friendship (interpersonal relationships)	Nostalgia - behavior Rudeness
3. Giving/Receiving	Relationship difficulties (inability to gain and keep friends)
4. Peer acceptance	Social values - poor guidelines and other behavioral interpersonal conflicts. Fighting with others (tendency toward crimes against persons). Over or under aggressiveness.
5. Belonging (group identification)	Selfishness Over-generosity Identity problems relating to group or other individuals. Poor ability to feel deeply about other individuals. Sadistic tendencies.

Ego

Needs	Problems
1. Self-esteem	Identity
2. Self-confidence	Under aggressiveness (non-competitiveness)

	Initiative
3. Independence and regard by others of need for privacy both physical and psychological.	Poor motivation Passivity Social and academic retardation
4. Achievement with recognition	Destructive tendencies Alcohol and drug abuse
5. Status recognition	Masochistic tendencies and behavior.
6. Respect from others	Enuresis, encopresis Suicidal tendencies and attitudes Withdrawal from social involvement. Extroversion Introversion Inability to give of self.

Esthetic or Self Fulfillment

Needs	Problems
Creativity	Under-achievement
Self-actualization (potential fulfillment)	Passivity
Self-understanding	Poor initiative
Self-control and direction	Poor finisher although may be excellent in starting. Small circle negotiator (inability to set goals or directions then strive against frustrations to achieve them). Inability to understand others, thus inability to relate other than superficially or in terms of generalities and prejudices-inability to empathize. Drop-outs Low later-life success prospect

Rough Rock High School Students

RELATIONSHIP OF PROBLEMS TO NEEDS 1970

Physiological

Needs	Problems
1. Air - (humidity, quantity)	Pulmonary (health) Colds - low disease resistance
2. Space	Contagious disease,
3. Food - Nutrition	Over-under weight, other dietary diseases, contributive behavior
4. Recreation - Rest	Tiredness, apathy, low competitiveness, low achievement
5. Elimination	Gastro - Intestinal ailments; secondary ailments
6. Exercise	Physical development
7. Sex	Boy - Girl relationships -pregnancy - parenthood -alcohol abuse related -identity related

Safety - Security

Needs	Problems
Protection Against: 1. Physical Danger	Accidents Injuries Cuts Bruises Maiming Sight Hearing Psychic Damage Related behavior
2. Threat Frustration	Related behavior Theft Ego-centricity Criminal-like behavior related to property OCA participation limited

3. Deprivation a. of life supporting requirements b. of human rights	Preoccupation Resort to fantasy Resort to alcohol and drugs Projection Prevarication
4. Loss by theft or destruction of possessions	Cheating Militant retaliation, gang "warfare" and destruction Hostility

Social

Needs	Problems
1. Love and affection	Personal development Enuresis related
2. Friendship (interpersonal relationships)	Nostalgia - behavior Rudeness
3. Giving/Receiving	Relationship difficulties (inability to gain and keep friends)
4. Peer acceptance	Social values - poor guidelines and other behavioral interpersonal conflicts. Fighting with others (tendency toward crimes against persons). Over or under aggressiveness.
5. Belonging (group identification)	Selfishness Over-generosity Identity problems relating to group or other individuals. Poor ability to feel deeply about other individuals. Sadistic tendencies.

Ego

Needs	Problems
1. Self-esteem	Identity
2. Self-confidence	Under aggressiveness (non-competitiveness)

	Initiative
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TABLE No. 3

OUT OF CLASS ACTIVITIES BY NEEDS

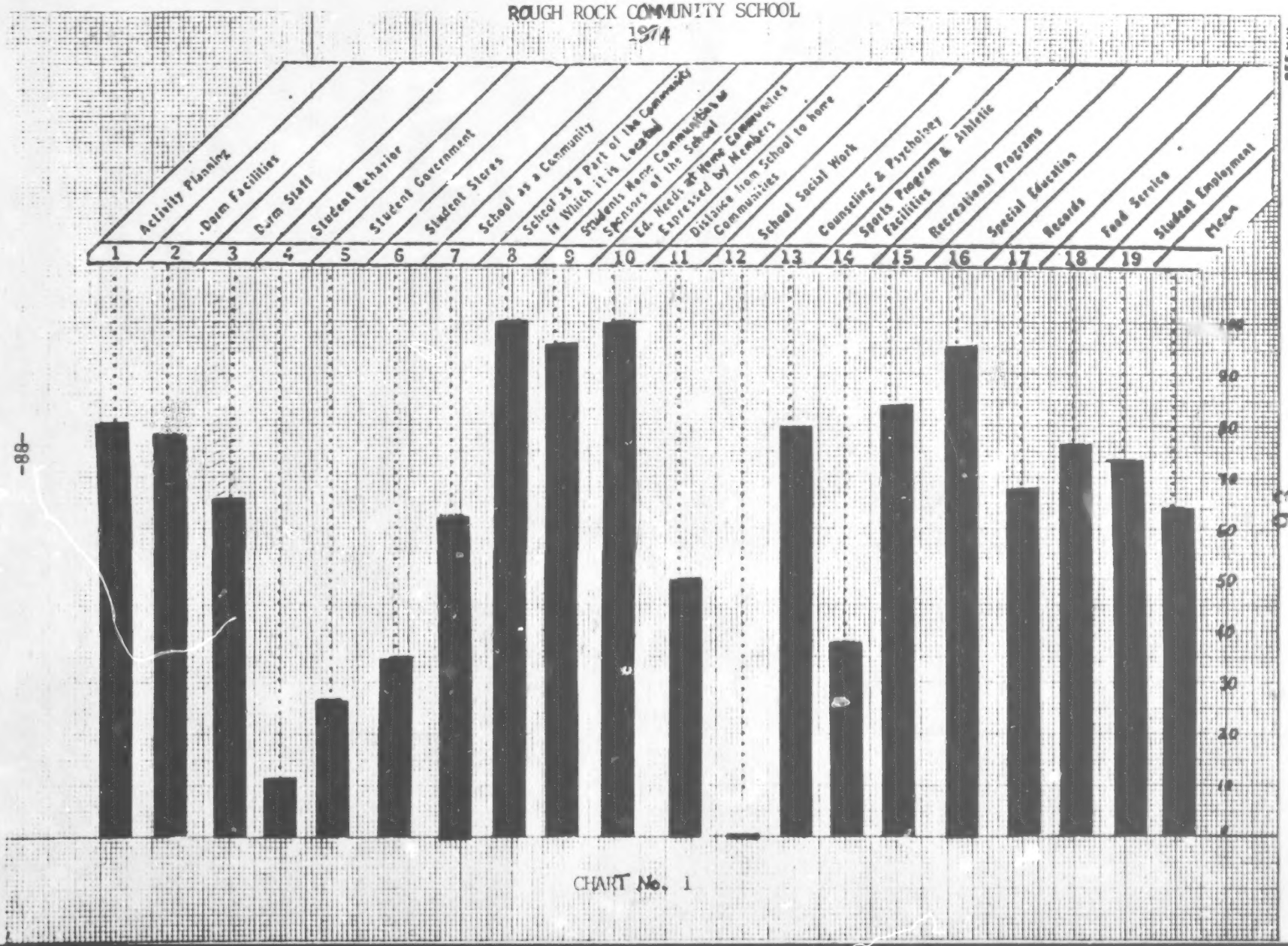
*(1) = Potential
(2) = Achievement
(3) = % of Potential achieved.

SELF FULFILLMENT	EGO	SOCIAL	SAFETY	PHYSIOLOGICAL	TOTALS
ACTIVITIES PLANNING					
(1)* 27.0	57.0	54.0	66.0	37.5	241.5
(2) 22.5	57.0	48.5	36.0	30.0	194.0
(3) 83.3%	100.0%	89.8%	54.5%	80.0%	81.5% = Mean
DORM FACILITIES					
4.5	12.0	81.0	42.0	150.0	289.5
4.5	12.0	49.0	17.0	135.0	217.5
100.0%	100.0%	60.5%	40.5%	90.0%	78.2% = Mean
DORM STAFF					
1.5	6.0	0.0	60.0	52.5	120.0
.5	5.0	0.0	45.0	37.5	88.0
33.0%	83.3%	N.A.	75.0%	71.4%	65.7% = Mean
STUDENT BEHAVIOR - DISCIPLINE					
9.0	0.0	0.0	12.0	0.0	21.0
2.0	0.0	0.0	0.0	0.0	2.0
22.2%	N.A.	N.A.	0.0%	N.A.	11.1% = Mean
STUDENT GOVERNMENT					
31.5	123.0	13.5	18.0	7.5	193.5
8.0	62.0	3.5	6.0	0.0	79.5
25.4%	50.4%	25.9%	83.3%	0.0%	27.0% = Mean
STUDENT STORES					
81.0	0.0	0.0	0.0	0.0	81.0
28.0	0.0	0.0	0.0	0.0	28.0
34.6%	N.A.	N.A.	N.A.	N.A.	34.6% = Mean
SCHOOL AS A COMMUNITY					
0.0	0.0	72.0	0.0	0.0	72.0
0.0	0.0	45.0	0.0	0.0	45.0
N.A.	N.A.	62.5%	N.A.	N.A.	62.5% = Mean
SCHOOL AS A PART OF THE COMMUNITY IN WHICH LOCATED					
0.0	0.0	54.0	0.0	0.0	54.0
0.0	0.0	54.0	0.0	0.0	54.0
N.A.	N.A.	100.%	N.A.	N.A.	100.0% = Mean
STUDENT HOME COMMUNITY AS A SPONSOR OF THE SCHOOL					
0.0	6.0	72.0	12.0	0.0	90.0
0.0	6.0	63.0	12.0	0.0	81.0
N.A.	100.0%	87.5%	100.0%	N.A.	95.8% = Mean
EDUCATIONAL NEEDS OF STUDENT'S HOME COMMUNITIES					
0.0	66.0	27.0	0.0	0.0	93.0
0.0	66.0	27.0	0.0	0.0	93.0
N.A.	100.0%	100.0%	N.A.	N.A.	100.0% = Mean
DISTANCE FROM SCHOOL TO STUDENTS' HOMES					
0.0	20.0	0.0	0.0	0.0	20.0
0.0	10.0	0.0	0.0	0.0	10.0
N.A.	50.0%	N.A.	N.A.	N.A.	50.0% = Mean
SPORTS PROGRAMS					
38.0	76.0	0.0	0.0	190.0	304.0
12.0	29.0	0.0	0.0	80.0	121.0
31.6%	38.2%	N.A.	N.A.	42.1%	37.3% = Mean
Sub-Totals					

TABLE 3 Page 2

SELF FULFILLMENT	EGO	SOCIAL	SAFETY	PHYSIOLOGICAL	TOTALS
RECREATION PROGRAMS					
45.0	90.0	3.0	0.0	220.0	358.0
34.0	71.0	3.0	0.0	177.0	285.0
75.6%	78.9%	100.0%	N.A.	80.5%	83.7% = Mean
SCHOOL SOCIAL WORK					
0.0	0.0	36.0	0.0	0.0	36.0
0.0	0.0	0.0	0.0	0.0	0.0
N.A.	N.A.	0.0	N.A.	N.A.	0.0% = Mean
COUNSELING					
48.0	142.5	0.0	0.0	7.5	198.0
37.5	103.5	0.0	0.0	6.5	147.5
78.1%	72.9%	N.A.	N.A.	86.7	79.2 = Mean
SPECIAL EDUCATION					
13.5	28.0	18.0	0.0	5.0	64.5
12.8	25.3	17.3	0.0	5.0	60.4
94.8%	90.4	96.1	N.A.	100.0%	95.4 = Mean
RECORDS					
0.0	2.0	3.0	30.0	50.0	85.0
0.0	1.3	2.3	20.0	30.0	53.9
N.A.	65.0%	76.7%	66.7%	60.6%	67.2 = Mean
FOOD SERVICES					
0.0	12.0	49.5	54.0	255.0	370.5
0.0	12.0	44.0	40.0	112.5	208.5
N.A.	100.0%	88.9%	74.1%	43.6%	76.7% = Mean
STUDENT EMPLOYMENT					
0.0	60.0	0.0	0.0	0.0	60.0
0.0	44.0	0.0	0.0	0.0	44.0
N.A.	73.3%	N.A.	N.A.	N.A.	73.3% = Mean
Sub totals					Ave % = 64.2
TOTALS					
299.0	700.5	483.0	294.0	975.0	2751.5
161.8	504.1	356.6	176.0	613.8	1812.3
54.1%	72.0%	73.8%	59.9%	63.0%	64.5% = Mean

OUT-OF-CLASS ACTIVITIES
PERCENTAGE OF ACHIEVEMENT
ROUGH ROCK COMMUNITY SCHOOL
1974



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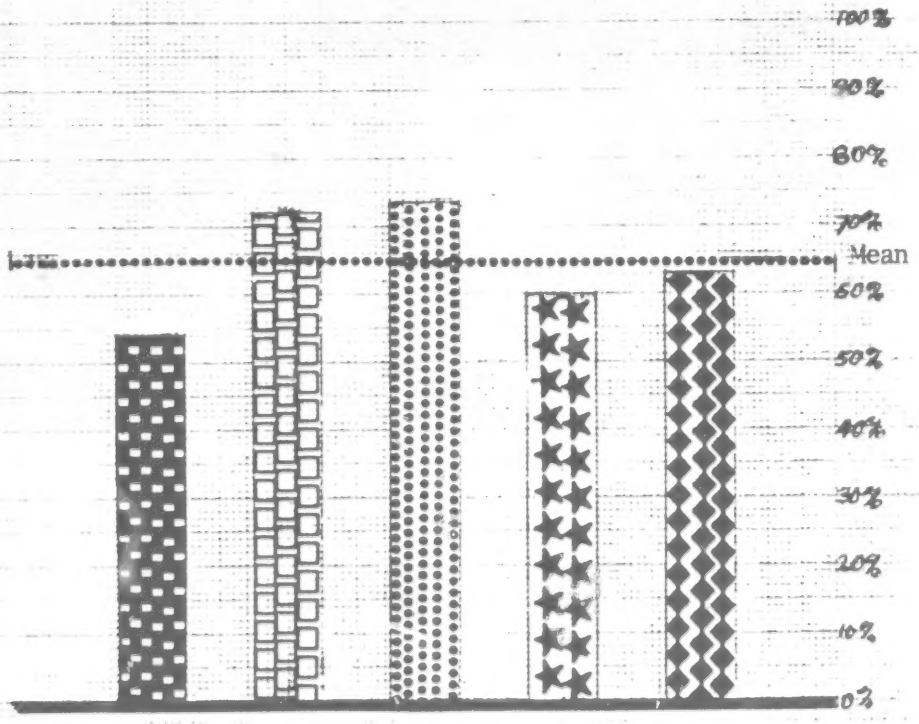
SUFFICIENCY OF BASIC HUMAN NEEDS MET

AT

ROUGH ROCK

COMMUNITY SCHOOL

1974



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